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AUTHOR Yao, Min
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ABSTRACT

A project was undertaken by Capilano College, Okanagan University College, and Selkirk College, in British Columbia, to provide descriptive information on adult basic education (ABE) students, their motives for enrolling, and assess the effects of ABE programs on their lives. Four survey instruments were developed: a point of entry survey, administered to students at the three institutions in September 1993; an update survey administered in September 1994; surveys of leavers conducted by telephone in November 1993 and March 1994; and a telephone follow-up survey conducted in October 1994. A total of 296 students went through the entire survey cycle, representing 53% of all students initially surveyed. Survey findings included the following: (1) 58% were female, 61% were single, and 34% had dependents; (2) more than 50% were employed prior to enrollment; (3) about half of the students received financial assistance; (4) the most commonly cited reasons for enrollment were to gain access to other college programs, upgrade skills, and get better jobs; (5) for those who left their ABE courses, 40% completed all their courses and 11% completed some; (6) 30% of the leavers had enrolled to upgrade skills; (7) 68% of leavers indicated that they got what they wanted from ABE courses; (8) for students still enrolled after 6 months, 61% had changed course levels after completing a level; (9) 83% of the entire sample stayed in ABE courses for 4 or more months; and (10) 80% indicated that their ABE learning experience improved their self-esteem and 78% that it gave them more choices in life. Data tables and the survey instruments are included. (KP)

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British Columbia Adult Basic Education Student Outcomes Report

(1993-94 Pilot Project)

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Prepared for

B.C. ABE Student Outcomes Steering Committee

Prepared by

Min Yao

Office of Institutional Research
Vancouver Community College
Box 24700, Station F
1155 E. Broadway
Vancouver, B.C.
V5N 5V1 Canada
Tel. (604) 871-7154 FAX 871-7200
E-mail myao@sfu.ca

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B.C. ABE STUDENT OUTCOMES STUDY STEERING COMMITTEE

Participation on the Steering Committee varied throughout the three period during which the pilot study was conceived, planned and executed. The following people were current members at the completion of the pilot study:

Members	Kathleen Bigsby	Advanced Education Council of BC
	Larry Bolingbroke	Northwest College
	Elizabeth Bordeaux	Kwantlen College
	Sarah Brodie	North Island College
	Joseph Calado	Ministry of Skills, Training & Labour
	Jean Cockell	Vancouver Community College
	Peter Herd	Vancouver Community College
	Kathy Hamilton	Okanagan University College
	Jane Krul	Malaspina Univeristy College
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	Roy Mironuck	East Kootenay Community College
	Dawn Repin	Open Learning Agency
	Judy Rose	Capilano College
	Judy Sankey	Capilano College
	Marcia Timbres	College of New Caledonia
	Wendy Watson	University College of Fraser Valley
	Marvin Work	Selkirk College
Committee Chair	Ted James	Douglas College
Project Coordinator	Leslie Tenta	
Data Analysts	Min Yao	Vancouver Community College
	Shona Moody	Vancouver Community College

ACKNOWLEDGEMENT

The British Columbia ABE Student Outcomes Steering Committee wishes to extend its thanks to ABE instructors, staff and administrators as well as all the ABE students at Capilano College, Okanagan University College, and Selkirk College for their support for and participation in this pilot study.

Gratitude is also expressed to the B.C. Ministry of Skills, Training and Labour and to the B.C. Council on Admissions and Transfer for providing funding contributions to portions of the project.

March 31, 1995
B.C. ABE Student Outcomes Steering Committee

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B.C. ABE STUDENT OUTCOMES SUMMARY REPORT

Introduction

Background of the Project

Adult Basic Education (ABE) programs provide unique learning opportunities to mature students who wish to upgrade their skills and knowledge for credit or for personal fulfillment. ABE programs cover a variety of courses ranging from fundamental basic literacy to Provincial adult secondary school completion courses. They are an important component of the post-secondary education system in British Columbia.

In early 1991, a group of ABE professionals from public post-secondary institutions in British Columbia got together and explored how to address some of the common questions often raised among ABE educators, such as "Do students benefit from their educational experience in ABE programs?" and "What do students do after completing ABE programs?"

Although there were anecdotal accounts of success in ABE programs, there was no systematic data to support the individual accounts. In fact, an ERIC search failed to find any systematic research conducted on ABE students in North America. The ABE educators at the meeting realized that they had to conduct their own research to address the concerns about the outcomes of ABE programs. Thus, the idea of conducting a systematic study on ABE students came into being. It was agreed that an outcomes steering committee be set up with representatives from public institutions in B.C., the Ministry of Skills, Training and Labour (MSTL), and the Advanced Education Council of B.C. (AECBC) to guide the research project.

In the following months, members of the ABE Outcomes Steering Committee met many times to draft guidelines and secure funding for the project. The ABE Outcomes Steering Committee decided that, in order to collect systematic data, three surveys should be conducted, (a) a point of entry survey, (b) leavers or update survey, and (c) follow-up survey. To test the project's configuration, the ABE Outcomes Steering Committee

felt that it was necessary to conduct a pilot study before calling for participation from the whole system. In 1992, a research consultant was hired to develop research instruments and procedures for the pilot project. In 1993, a project coordinator and data analysis service were selected through competition. Thus, the ABE research project formally took off.

Purpose of the Project

The purpose of the ABE Student Outcomes Study was to address some of the basic questions concerning adult basic education in British Columbia: *Who are the students enrolled in ABE programs in B.C. colleges? Why do students enroll in ABE programs? Do ABE programs make a difference in students' lives?* It was hoped that the findings of the study would provide clear, consistent, reliable data to answer these and other ABE related questions and shed light on curriculum development and improvement. Specifically, the study would (a) assess the outcomes achieved by students in ABE programs, (b) identify strengths and weaknesses of ABE programs as perceived by students, (c) provide information leading to improvements in ABE curriculum, and (d) initiate an ongoing procedure for collecting outcome information about ABE students.

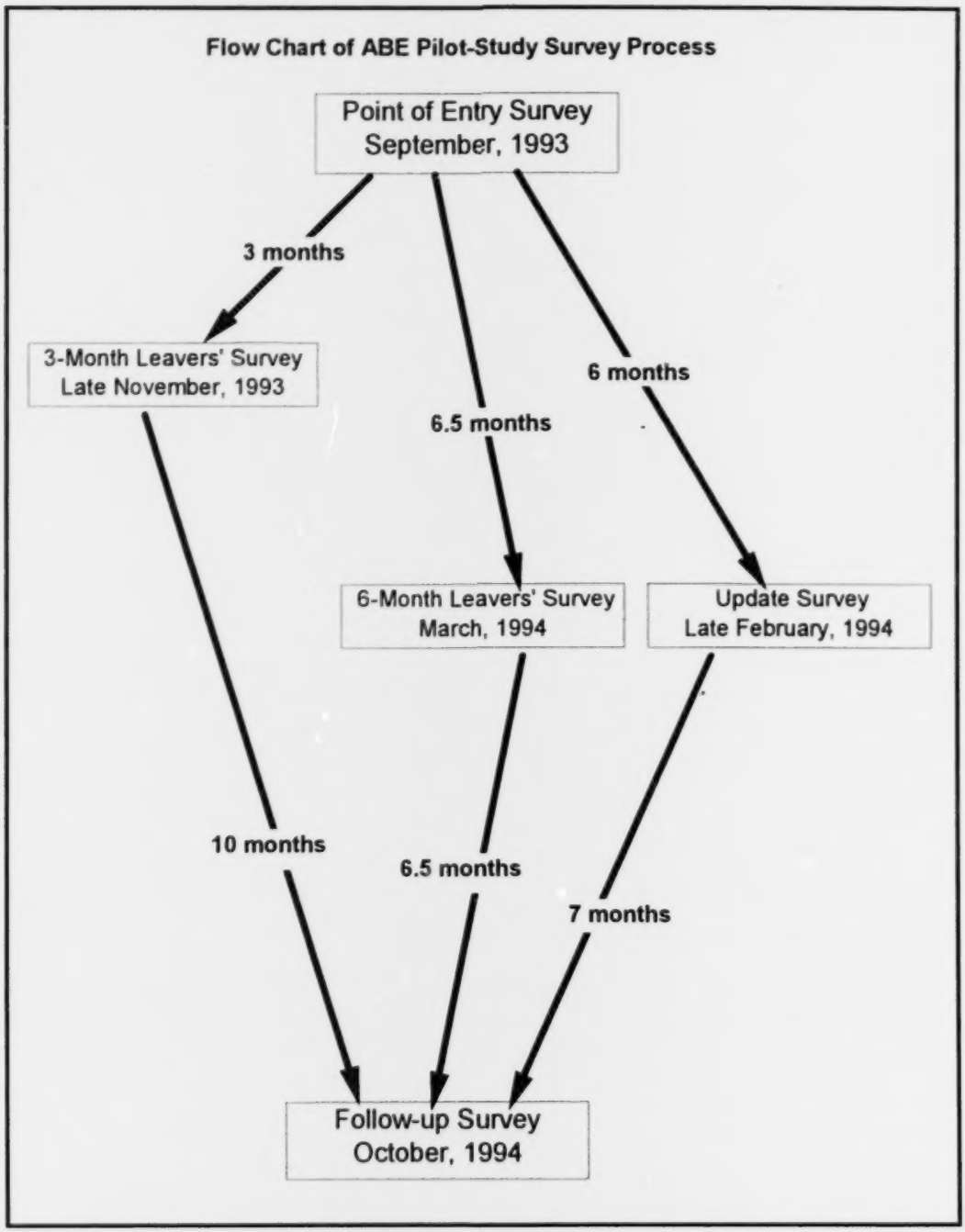
Design of the Study

In accordance with the guidelines from the ABE Outcomes Steering Committee, the study was designed as exploratory research. That is, the study was designed to provide descriptive information about ABE students in B.C. public colleges. Four survey instruments were developed to meet the needs for the study (please see the appendix for details of the survey instruments).

Point of Entry Survey. The Point of Entry Survey was designed to be conducted in September of 1993. The survey questionnaire was distributed to participating students in the first two weeks of September. The survey collected students' demographic data and gathered information about their activities prior to ABE enrolment and their programs and goals for attending ABE programs.

Update Survey. The Update Survey was conducted when the students were six months into their ABE programs (February of 1994). In the survey, students were asked confirmative questions about their programs, hours of attendance and information on their opinion of their course content,

personal life on campus and the educational services in their respective institutions.



Leavers' Survey. The Leavers' Survey was conducted twice by telephone. The first Leavers' Survey was administered three months after students entered their ABE programs (late November of 1993) to those early leavers. The second Leavers' Survey was conducted six months after the 1993 fall program began (March of 1994). In the survey, former students were asked to indicate the reasons why they left their programs, how long they attended their ABE programs, their opinion on student services in their institutions, and their employment status after they left the ABE programs.

Follow-up Survey. The Follow-up Survey was also administered to all students via telephone in October of 1994 (a 13-month interval). The students were asked about their ABE program duration, their course completion, and their current education activities. They were also asked about their achievements from their programs. Students' current employment status and future plans were also assessed.

Survey cycle. The three surveys were carried out in a thirteen-month cycle. During the piloting process, the survey instruments were validated, tested, and revised several times by the ABE Pilot Study Working Group. The revisions of survey instruments were approved by the ABE Outcomes Steering Committee for use in the second phase of the project.

Scope of the ABE Project

The ABE project was conducted as a pilot study. As such, it was limited to a small sample of new ABE students from three B.C. colleges. The pilot study was conducted to validate survey instruments and procedures as well as to collect information on ABE students and programs. The project was not carried out as a way of evaluating ABE instructors, programs, or institutions. It was not designed to provide information to justify increased or decreased funding.

Participating Students and Institutions

Capilano College, Okanagan University College, and Selkirk College volunteered to participate in the pilot study. A total of 556 students from the above institutions (164 from Capilano College, 315 from Okanagan University College, and 77 from Selkirk College) formed the pilot study sample. Of these participating students, 556 were contacted in the Point of Entry Survey, 219 in the Leavers' Survey, 336 in the Update Survey, and 556 in the Follow-up Survey. In total, 296 of the 556 students

(53%) in the pilot study sample responded to all the surveys (Point of Entry - Leavers/Update - Follow-up) in the 13-month survey cycle.

Data Collection and Analysis

The Point of Entry Survey and Update Survey were administered in classrooms with assistance from ABE administrators and instructors. The Leavers' Surveys and Follow-up Survey were conducted by professional telephone interviewers. The completed survey forms were sent to VCC Office of Institutional Research (the contracted data analysis service) for cleaning up, validation, and data entry. The data were entered into a database created with dBASE IV in a 486 DX-66/2 PC, as required by the ABE Outcomes Steering Committee. The data were then uploaded into a UNIX operating IBM RISC 6000 mini mainframe computer and analyzed with SPSSX Version 5. For each survey, after the data were analyzed, a brief aggregated report was written and sent to the ABE Outcomes Steering Committee, in which all identification of students, instructors or institutions were removed to ensure the anonymity of the information. Detailed individual reports at institution level were sent to the participating colleges for confidential review.

Response Rates

All students in the sample responded to the Point of Entry Survey, resulting in a 100% response rate for the Point of Entry Survey. Out of the 219 leavers, a total of 146 students responded to the Leavers' Surveys, yielding a 67% response rate. For the Update Survey, a 90% response rate was achieved (304 out of 336 responded to the Update Survey). In the Follow-up Survey, 344 of the 556 students responded to the telephone interview. A total of 296 students went through the entire survey cycle, resulting in a 53% overall response rate.

Number of Participants and Response Rate

Participating Institution	Point of Entry			3-Month Leavers			6-Month Leavers			Update			Follow-up		
	sur'd	resp'ed	R rate	sur'd	resp'ed	R rate	sur'd	resp'ed	R rate	sur'd	resp'ed	R rate	sur'd	resp'ed	R rate
Capilano	164	164	100%	12	10	83%	46	30	65%	105	91	87%	164	94	57%
Okanagan	315	315	100%	34	21	62%	109	75	69%	172	153	89%	315	197	63%
Selkirk	77	77	100%	6	2	33%	12	8	67%	59	60	102%	77	53	69%
Total	**556**	**556**	**100%**	**52**	**33**	**63%**	**167**	**113**	**68%**	**336**	**304**	**90%**	**556**	**344**	**62%**

Notes: 1. In all the charts on the following pages, "N" may either represent the number of respondents or the number of responses depending on the questions asked.
2. The total in all the charts and tables may not add up to 100% due to rounding.
3. All information on the open-ended questions has been returned to the pilot study participating institutions.

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Limitations of the Pilot Study

The limitation of the current study, as with any other descriptive research, is that findings reported here are subjective and from a non-random sample. That is, the findings in this report are from the perspective of the participating ABE students and may not represent the opinion of total ABE student population in B.C.

Definitions

ABE Students

In the current report, the term "ABE students" refers to whose who were new to ABE programs at their institutions and began their studies in an ABE program (i.e., PDC 6121 or 6122 in the Ministry's Program Profile) in the fall semester of 1993 at one of the three participating B.C. colleges (Okanagan University College, Selkirk College, and Capilano College).

Leavers

Leavers are students who left their enrolled ABE programs between the Point of Entry Survey and the Follow-up Survey. They include those who completed their enrolled ABE courses and those who dropped out or withdrew before completion. For the convenience of reporting, those who responded "yes" to the question "Did you complete your ABE courses" are referred to as *completers*, whereas those who did not complete their courses are referred to as *non-completers*.

Continuants

Continuants are those students in the sample who were still in their enrolled ABE programs at the time of the Update Survey.

Key Findings

Point of Entry Survey

A Profile of ABE Students

ABE students are one of the most diverse groups in the post-secondary student population in B.C. They are from all walks of life, including young adults in their early 20's trying to complete the Provincial secondary school diploma as well as retirees taking courses for personal enhancement. Some of them take ABE programs on a full-time basis, whereas others only take one course at a time. With such a diverse student group, it is difficult, if not impossible, to come up with one portrait to fit all ABE students. Nonetheless, based on the data collected from the surveys in the pilot study, the following is an attempt to "draw" a composite profile of the ABE students in the surveyed cohort.

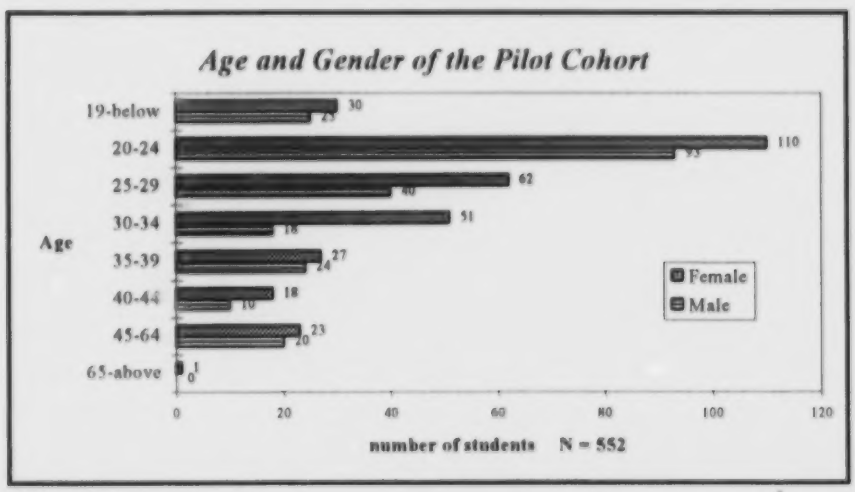
ABE students were more likely to be female than male. The majority of them were between 20 to 24 years of age, and single. They came to B.C. colleges to take intermediate or advanced level ABE courses from full-time employment, aiming at mainly updating their existing skills and gaining access to other college programs. Their last school experience was most likely from high school. They usually enjoyed their last learning experience. Once in their ABE programs, they spent 20 or more hours per week on their school work and mostly take only ABE courses. Almost half of them received some sort of financial assistance for taking ABE courses. They hoped that their ABE courses would enable them to improve their financial status, prepare them for a career, and qualify them for entering other college or university programs. Not having enough money made it difficult for them to keep on going to school, but they were not going to quit. They were determined to complete their enrolled ABE courses. They had a long-term career goal and received encouragement from their families and relatives to go on. They were planning to be full-time students for a full year, mostly taking ABE and career or technical or university level courses.

Six months after the point of entry, they completed most of their intermediate level courses and moved up to advanced or provincial diploma courses. In addition, they also began to take more non-ABE courses. They still spent more than 20 hours per week on their school work. They were persistent and almost never missed classes. By now, they were more

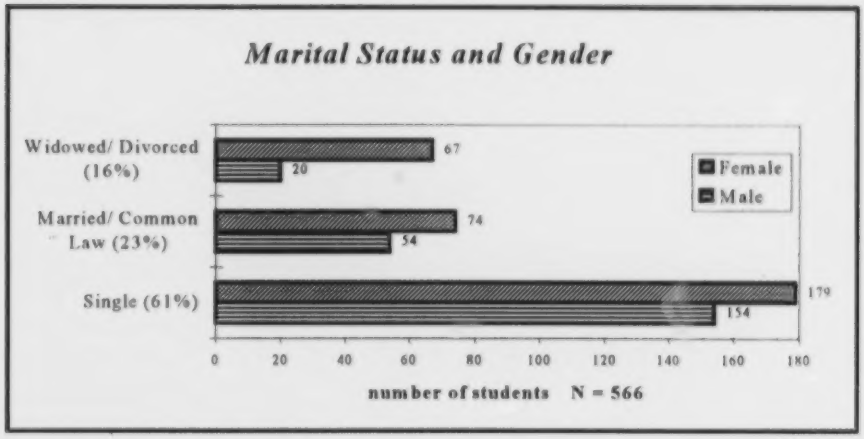
familiar with their colleges. They found the college libraries useful and sought career and learning advice from the college's counseling services. They usually felt at home in class and liked their instructors. Still, they worried about their financial ability to keep on supporting themselves throughout their studies. Nonetheless, their career goals remained unchanged and they refused to think about quitting.

They kept on until they completed almost all their enrolled ABE courses. With their newly acquired learning from ABE courses, they now felt that they had improved self-esteem and had more choices in life. They also felt that they had increased reading, writing and math skills. They most likely would go out and found full-time, permanent, jobs. On the job, they used their verbal communication skills learned from ABE courses. Their high self-confidence developed while attending their ABE program kept them feeling optimistic about life. Nonetheless, they usually did not want to stay on their existing jobs forever. Most of them planned to change occupations at some time in the future. They missed school and most of them planned to go back to school within the next year. They would like to take more ABE courses and some career or technical courses when they return to school. Looking back, they were glad that they took the ABE courses. They enjoyed their experience in the ABE courses and would not hesitate to recommend the ABE courses they took to their friends.

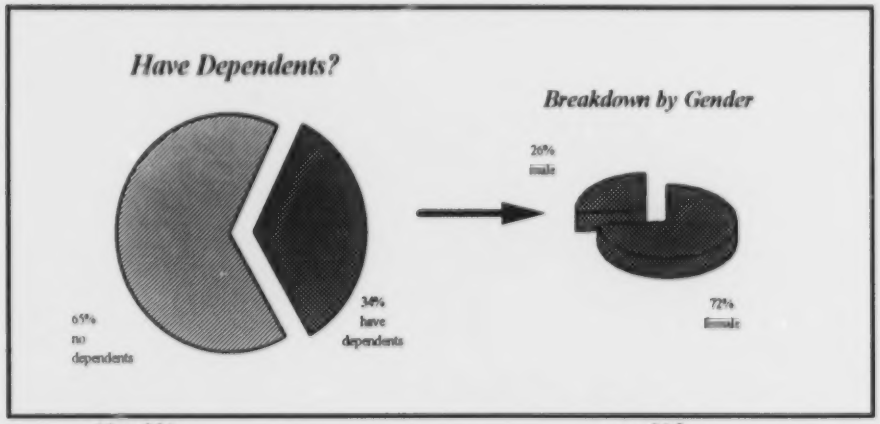
Age and gender. The age range of the pilot study sample was between 19 to 69 years of age. The largest group of the pilot study participants were between 20 and 24 years of age, which is 37% of the total sample. There were more female students (58%) than male students (42%) in the surveyed ABE programs. The higher female participation rate is in line with the national norm. Generally speaking, women have a higher participation rate in post-secondary education in Canada.



Marital status. In terms of marital status, the majority of the participants (61%) in the pilot sample were single, followed by married/common law (23%) and widow/divorced status (16%). Proportionally, there were more women in the married/common law (58%) category and widow/divorced (77%) category than men.

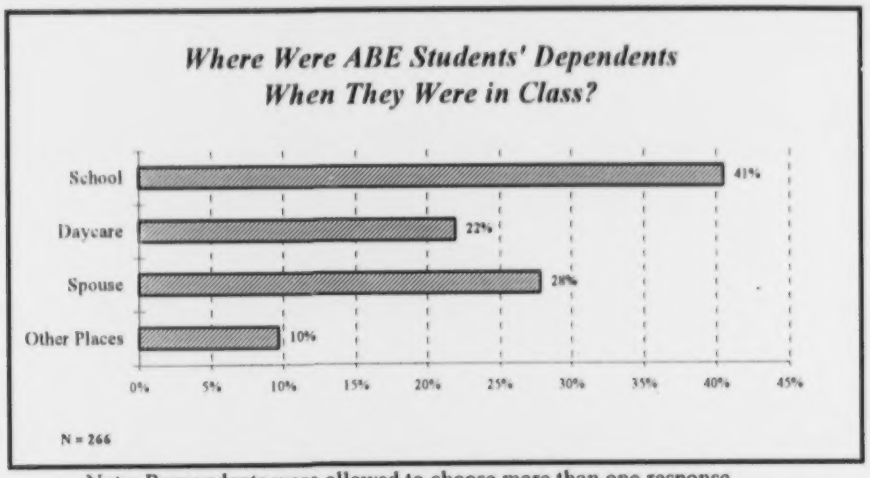


Number of dependents. In addition, of those who had dependents (34%), proportionally more female students had dependents than male students (72% vs. 26%).



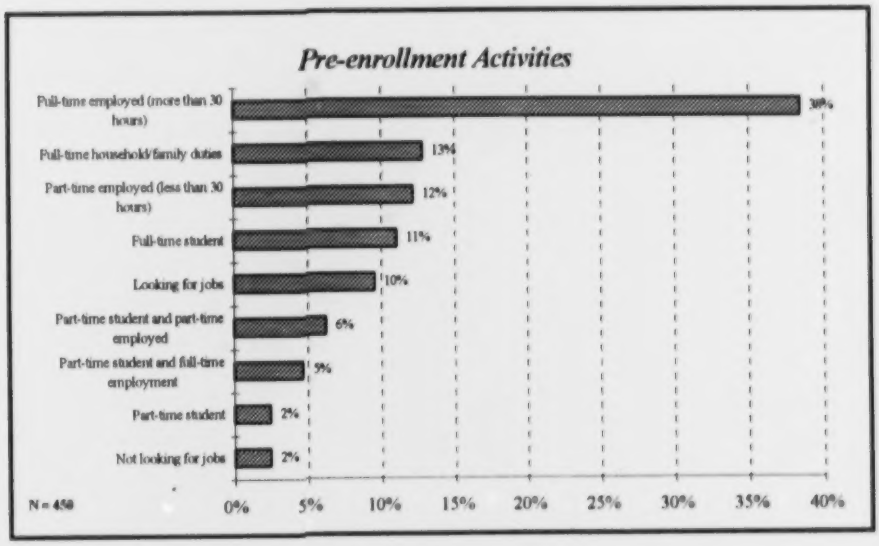
N = 551 n = 185

When the students were in ABE classes, their dependents were most likely at school (41%). About 22% of those who had dependents sent their dependents to daycare when they went to attend ABE classes.

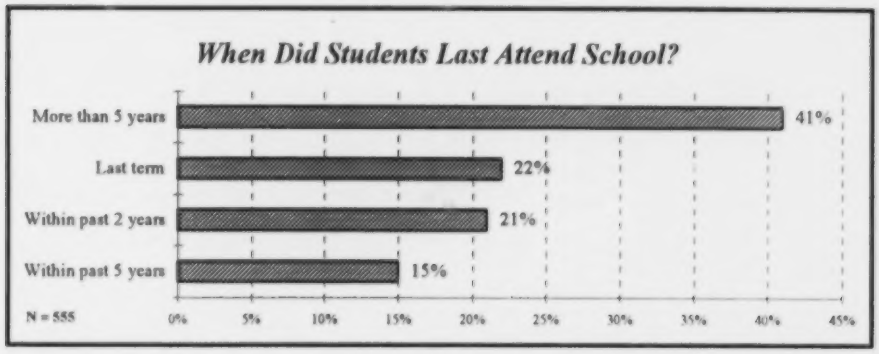


Note: Respondents were allowed to choose more than one response.

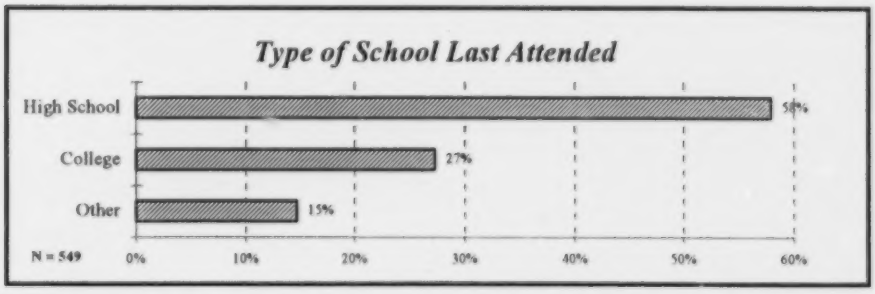
What were the students doing before enrollment? Over half the survey participants were either full- or part- time employed before they were admitted into the ABE programs.



When ABE students last attended school. Although nearly half the entry survey participants last attended school within the previous two years of the Point of Entry Survey, an equally large number of the students last attended school more than five years before their current ABE enrollment.



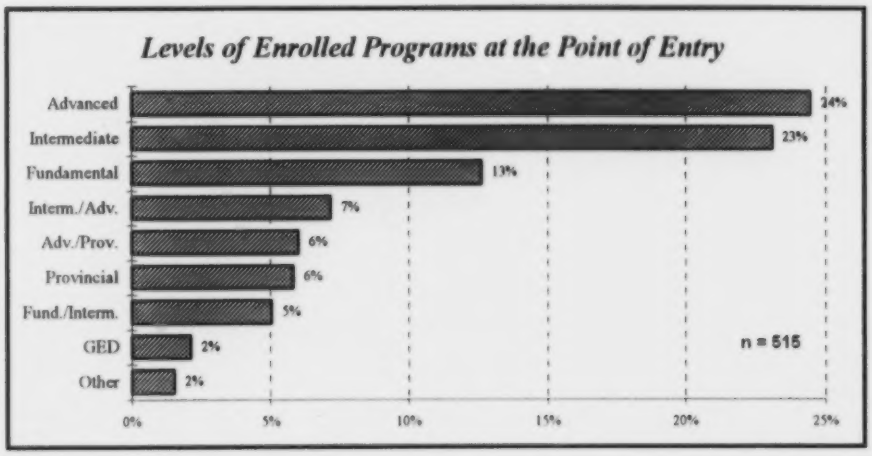
What type of school last attended. for more than half the ABE students in the pilot study sample, past learning experience was from high school. Some, however, did have college experience. Apart from high schools and colleges, ABE students also attended other types of schools, including vocational schools, schools of arts, trade schools, autobody apprenticeship, aviation schools, learning centre seminars, and night schools.



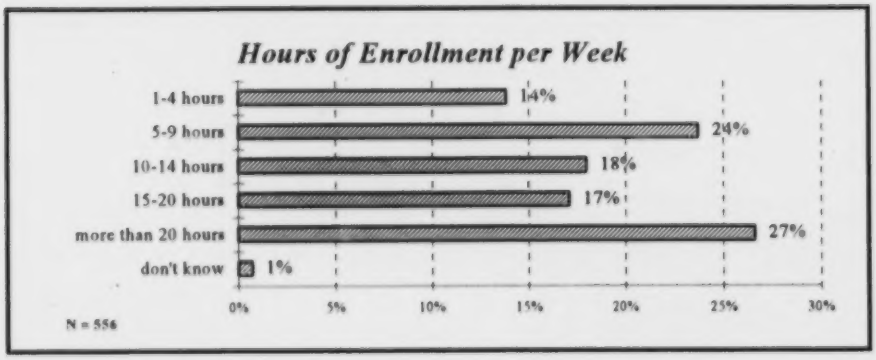
Course Information

Most survey participants were enrolled in intermediate (23%) and advanced (24%) levels of ABE courses, and more than a quarter of the students (27%) spent more than 20 hours per week attending classes.

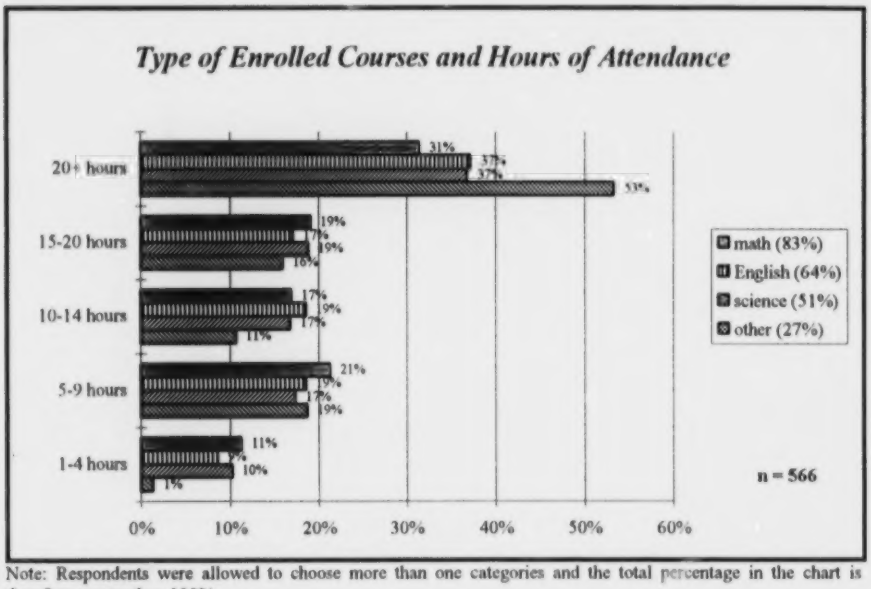
ABE courses enrolled. At the time of the Point of Entry Survey, nearly half the survey participants were enrolled in courses at the intermediate and advanced levels of ABE courses. Few of the students took GED courses. Not many students took Provincial courses, either.



Hours of enrolled class per week. Hours of class enrollment varied a great deal. However, more than a quarter of the students attended classes for more than 20 hours per week. This attendance pattern remained the same at the time of the Update Survey.

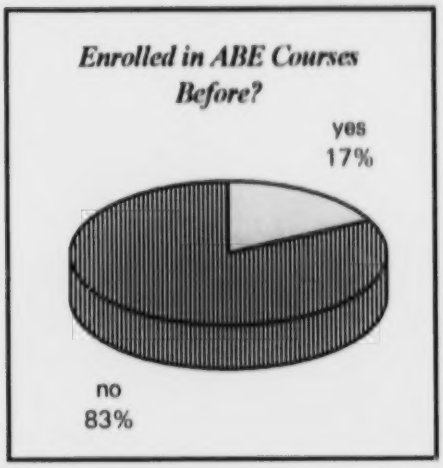


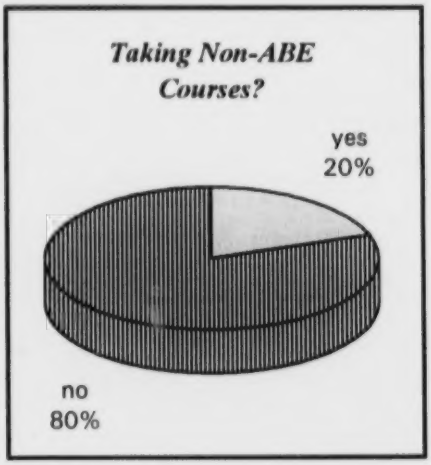
Types of ABE courses enrolled. Students in the pilot study sample were enrolled in 3 main types of courses in the order of mathematics, science, and English. They also enrolled in other ABE courses, including computer skills and social studies.



Note: Respondents were allowed to choose more than one categories and the total percentage in the chart is therefore greater than 100%.

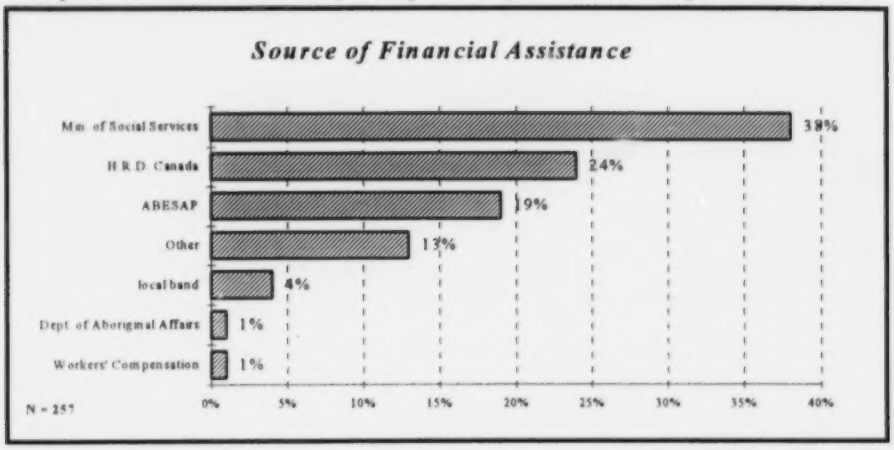
Non-ABE courses and previous ABE experience. About one-fifth of the students in the pilot study sample were taking non-ABE courses at the Point of Entry Survey, and the number of students taking non-ABE courses increased to 25% at the time of the Update Survey. Additionally, 17% of the surveyed students had taken ABE courses before at other institutions.





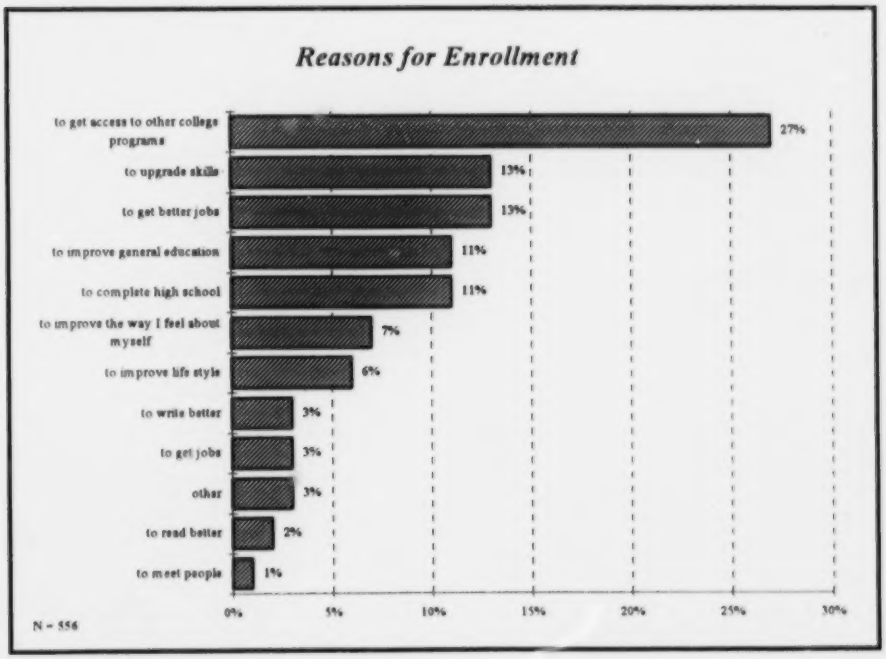
Financial Assistance

At the point of entry, about half the students in the pilot study sample received financial assistance of some sort for attending their ABE courses, with the majority sponsored by the Ministry of Social Services. Sources of financial assistance other than the specified categories (13%) in the questionnaire were mainly non-profit organizations and private donors.



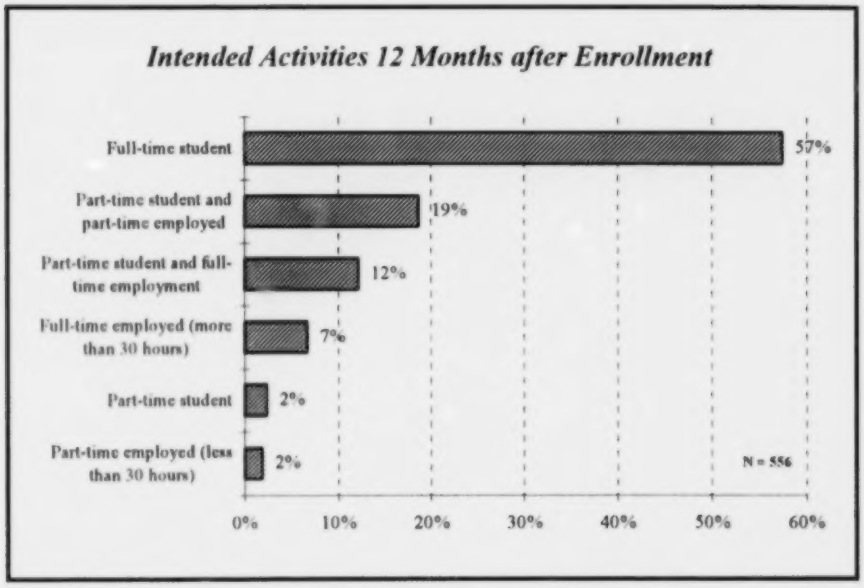
Reasons for Enrollment

The Respondents provided three major reasons for enrolling in ABE courses: (a) to gain access to other college programs, (b) to upgrade skills and (c) to get better jobs.

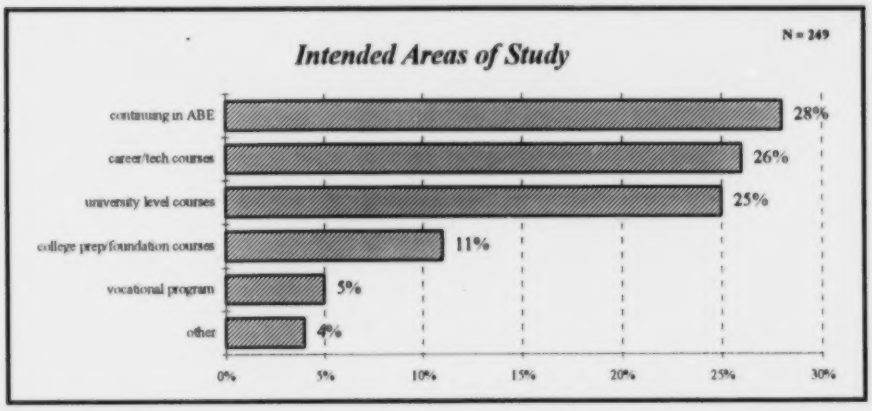


Plans for the Future

When asked what they would do 12 months after the Point of Entry Survey, more than half the students in the pilot study sample replied that they would be full-time students.

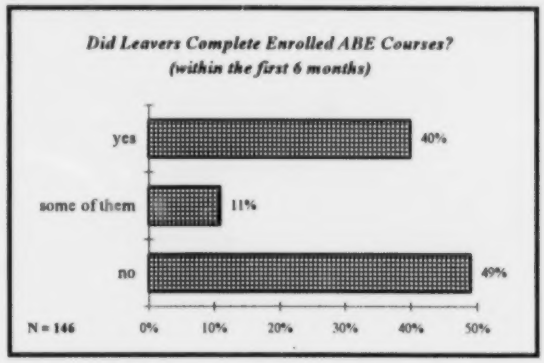


Area of intended study. For those who intended to be full-time students 12 months after the Point of Entry Survey, the intended area of study was almost evenly divided among ABE, career\technical and university level courses.



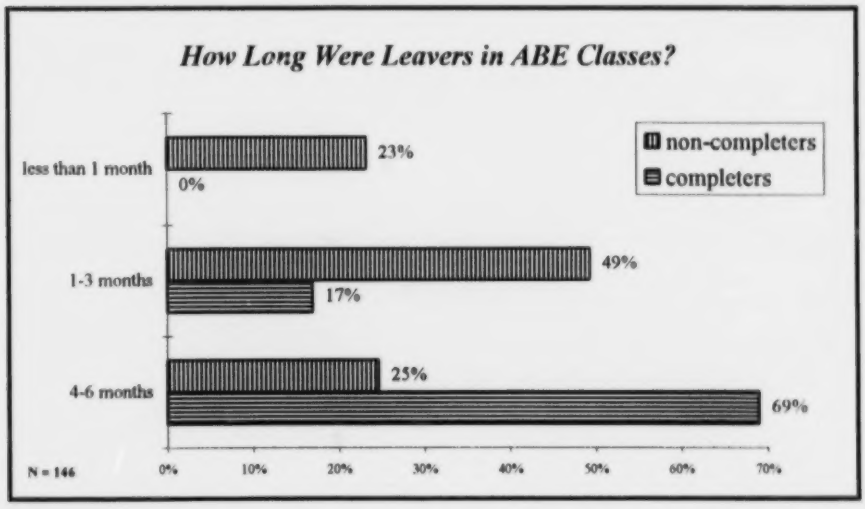
Leavers' Survey (Aggregated)

The term "leavers" is used to refer to students who left ABE courses either because they completed their courses or withdrew or dropped out. As a matter of fact, 40% of the leavers completed all their enrolled ABE courses and an additional 11% completed some of their enrolled ABE courses in the survey period. The overall ratio of completion to non-completion at the follow-up survey is 2.33 to 1.



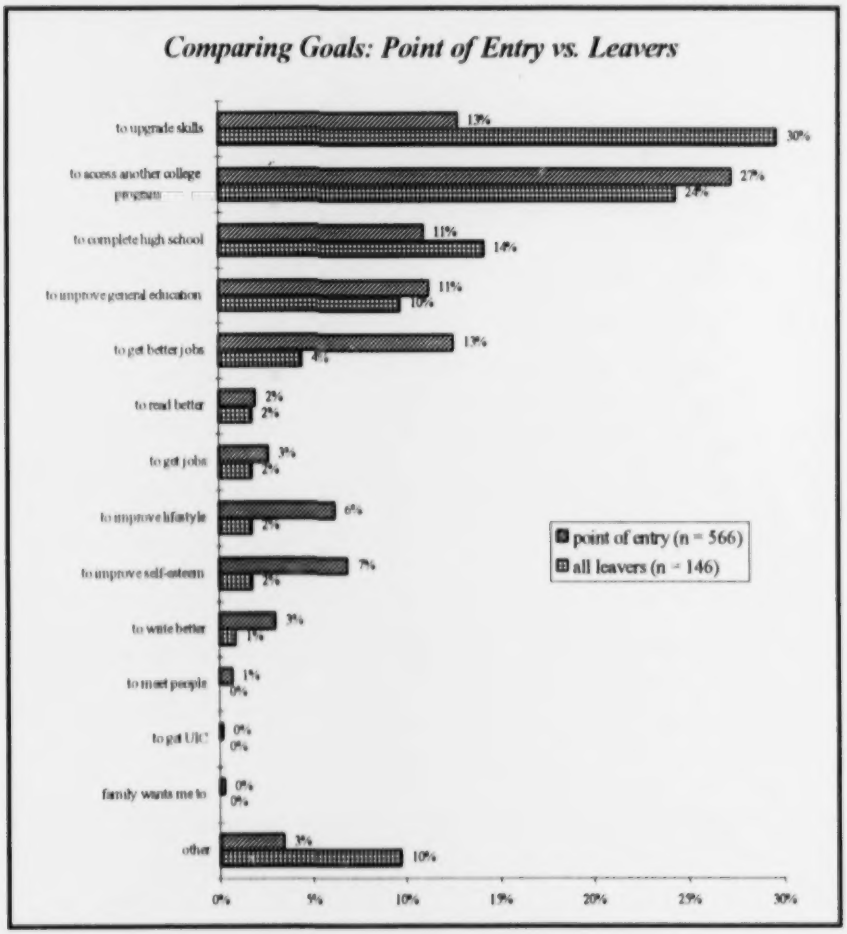
How Long Were Leavers in Their Classes?

Two groups of leavers were surveyed, 3-month survey leavers (n = 33) and 6-month leavers (n = 113). Of these leavers, 75 completed their courses and 71 withdrew. The chart below shows that the majority of the completers completed their ABE courses in four to six months whereas most non-completers left their courses in the first three months of their ABE courses.



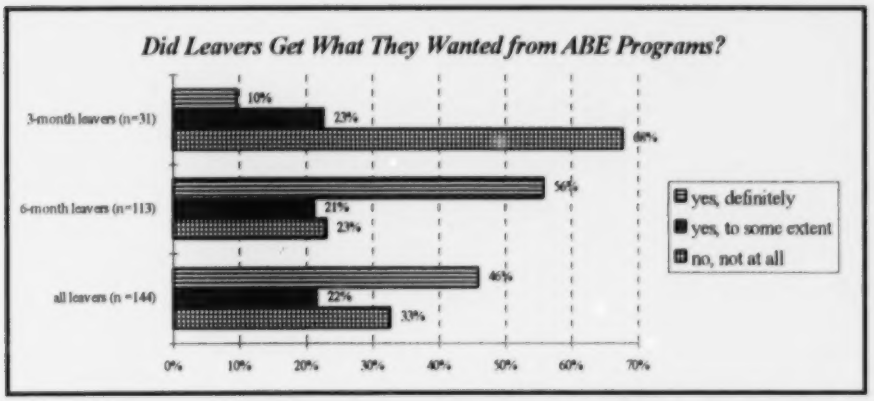
Leavers' Two Main Reasons for ABE Enrollment

Leavers came to ABE programs with different goals from those held by the total survey sample. A relatively large group of the leavers' (30%) main reason for enrolling in ABE programs was to upgrade their existing skills. In contrast, only about one-eighth (13%) of the students in the total pilot study sample identified upgrading existing skills as their main reason for ABE enrollment. As with the total survey sample, the leavers' other main reason for enrollment was to access other college programs or courses (other than ABE).



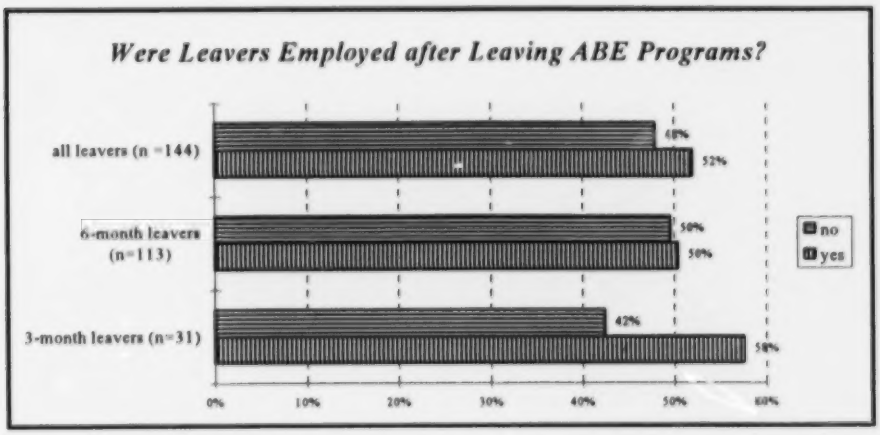
Did Leavers Get What They Wanted from ABE?

Most of the leavers (68%) felt that they had got what they wanted from the ABE courses in which they had been enrolled. Over half the leavers completed their courses. For the 33% of respondents who did not feel that they got what they wanted from their courses, early withdrawal from courses for full-time employment may be a factor. This is especially true for the 3-month leavers, because 58% of them left their courses for full-time jobs within three months after their registration.

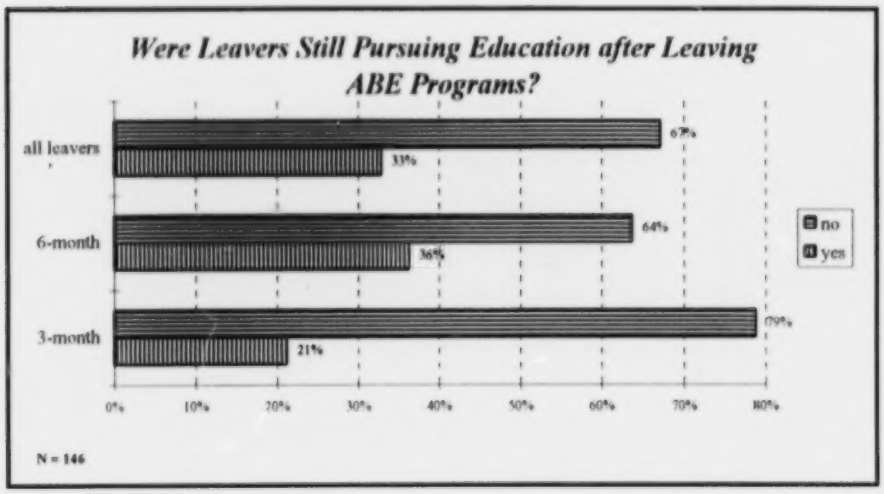


What Did Leavers Do after Leaving ABE?

Employment. More than half the leavers (52%) took jobs after leaving ABE courses. Interestingly enough, proportionally more 3-month leavers were employed than 6-month leavers (58% vs. 50%).

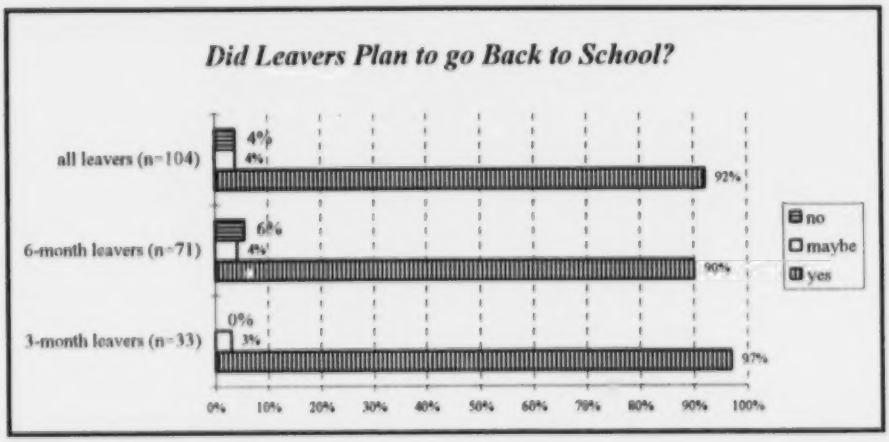


Education. About one-third of the leavers were still pursuing their education after leaving ABE courses and considered themselves as students. However, proportionally more 6-month leavers were engaged in educational activities than 3-month leavers (36% vs. 21%).

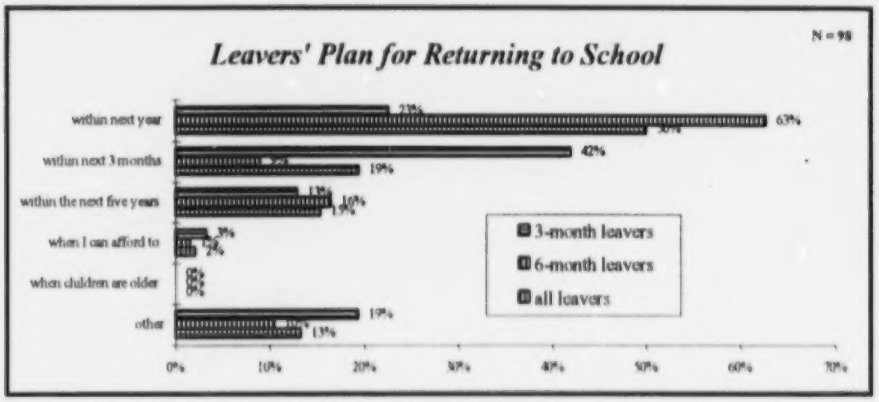


Plan to be Back to School

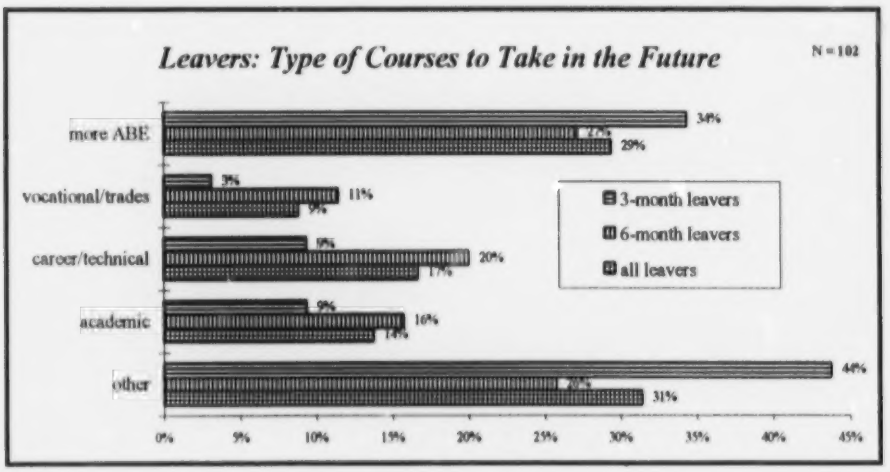
Plans to go back to school. Virtually all leavers indicated that they plan to go back to school some time in the future.



Time planned for returning to school. Most of the leavers (69%) planned to return to school within one year. However, a large portion of the 3-month leavers (42%) planned to go back to school within 3 months of leaving ABE courses.



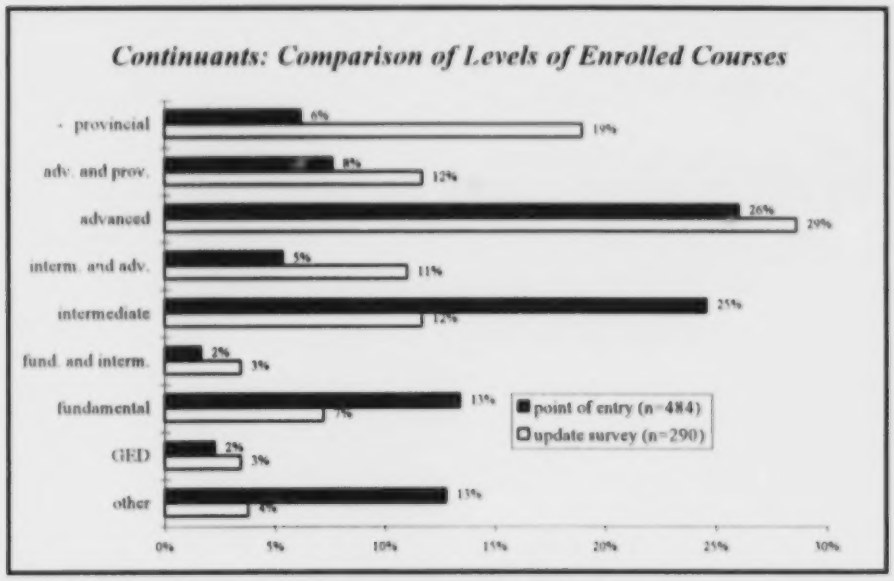
Type of courses planned to take. About a quarter of the leavers intended to take more ABE courses when they returned to school. However, nearly half the 3-month leavers would like to take courses on subjects other than ABE, career\technical, university transfer, or vocational\trades.



Update Survey

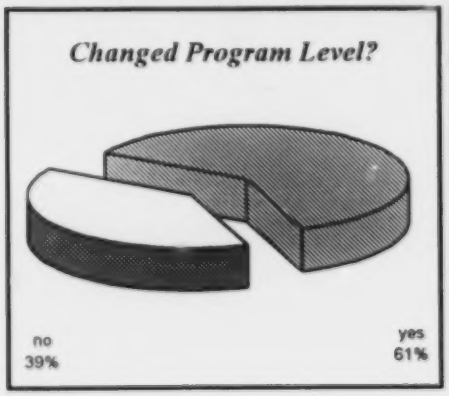
Did ABE Students Continue in the Same Levels of Courses?

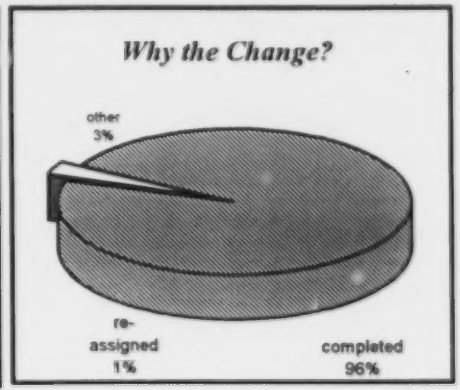
Those who stayed in the ABE courses six months after their enrollment progressed up to higher levels of ABE courses. A considerable number of students moved to Provincial Diploma courses and advanced level ABE courses from fundamental and intermediate levels of ABE courses.



Majority of Continuants Changed Their Enrolled ABE Course Levels

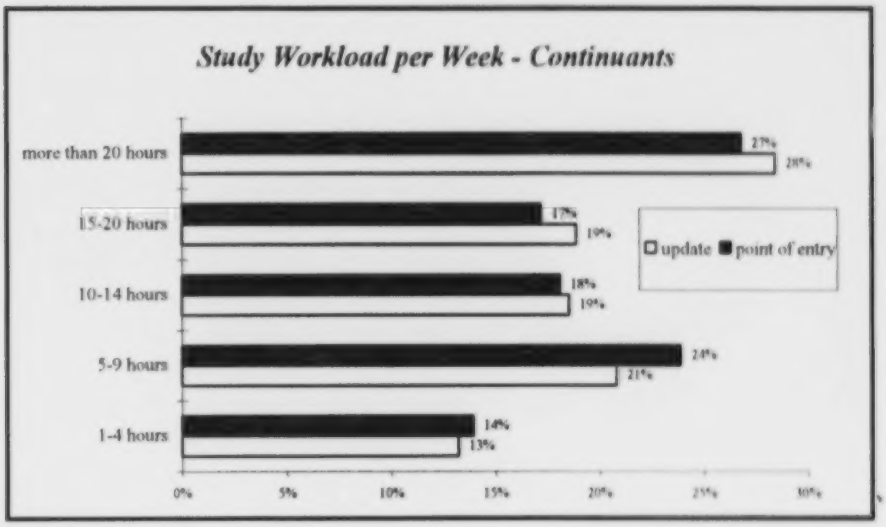
As many as 61% of the continuants changed their course levels during the first six months of their studies. The main reason for the change was that they completed the course levels at which they were initially enrolled. Additionally, more continuants took non-ABE courses than did the total pilot study sample at the point of entry (25% vs. 20%).





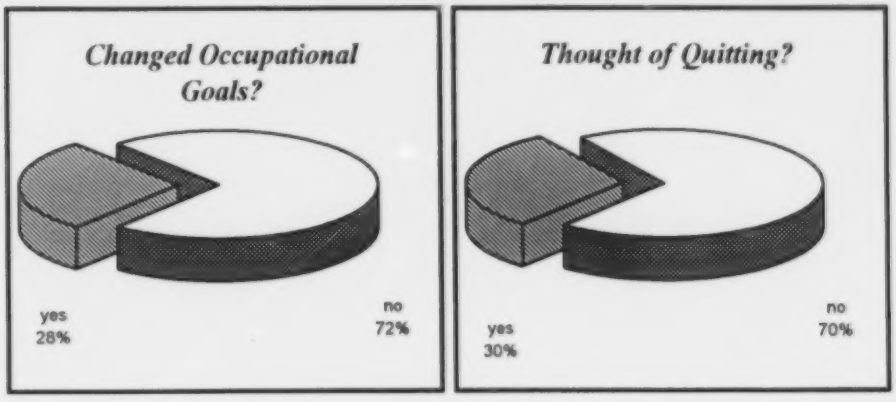
Continuants' Weekly School Workload

Those ABE students who stayed in their courses six months after the point of entry tended to spend more hours per week on their school work as compared with the total pilot study sample at the point of entry. Approximately 66% of the continuants spent 10 or more hours per week on their school work. In addition, 97% of the continuants attended most of their classes.



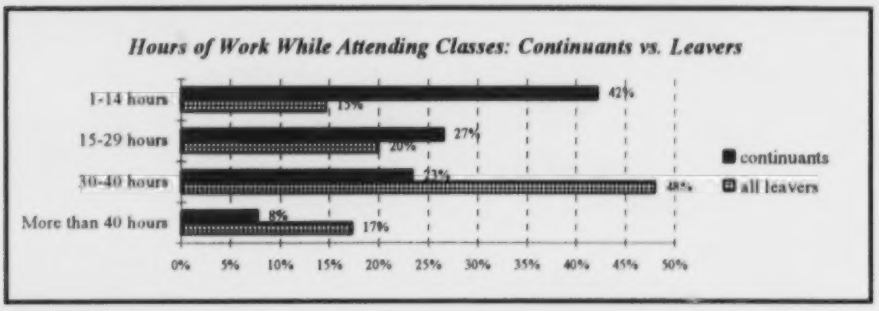
Keeping Occupational Goals Unchanged

Most of the continuants kept the same career goals from the point of entry. This is perhaps one of the reasons that continuants stayed in ABE courses. In addition, when asked if they ever thought of quitting ABE courses, most of the continuants' response was negative.



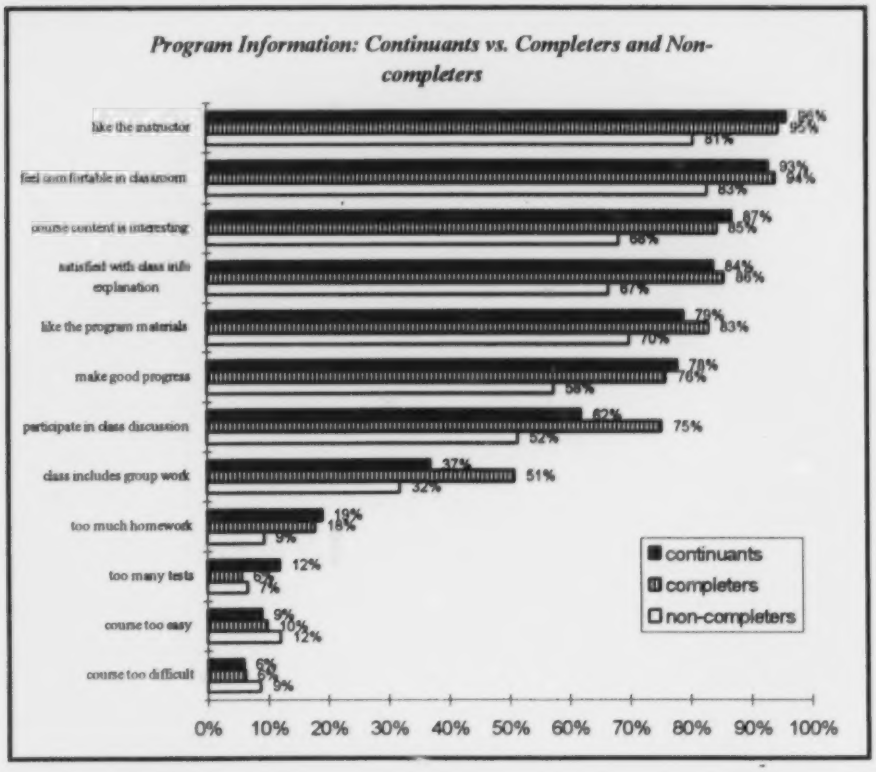
Work While Attending Class?

Less than half the continuants (43%) worked while attending ABE courses. Furthermore, 70% of the continuants who worked while attending ABE courses spent fewer than 29 hours per week working. In contrast, leavers spent more hours working while attending classes.



Positive Ratings of Instruction

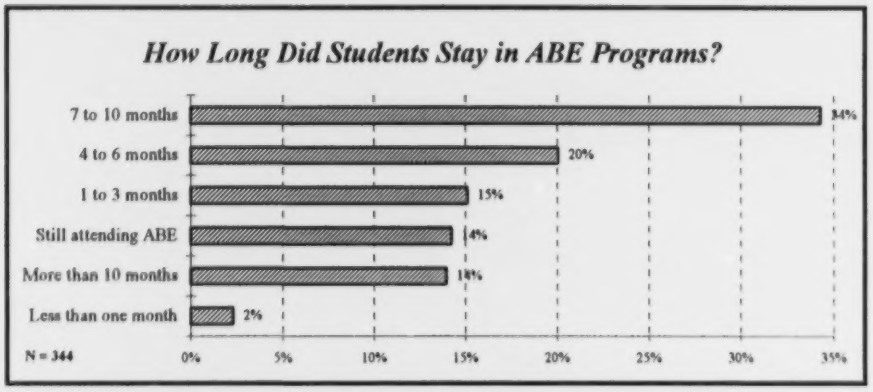
The feedback from the continuants regarding instruction and course materials is very positive. The students liked their instructors, felt comfortable in classrooms, and participated in class discussion. The difficulty level of the course materials was just about right. The same positive response pattern was also observed from completers' responses.



Follow-up Survey

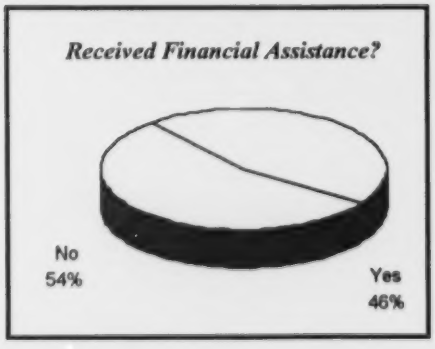
How Long Did Students Stay in ABE Courses ?

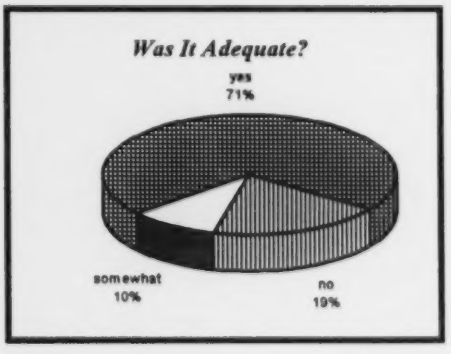
Most of the students (83%) in the pilot study cohort stayed in ABE courses for four or more months, with the largest group in ABE courses for 7 to 10 months. Furthermore, 94% of the students reported to have attended most of their classes. At the time of the Follow-up Survey (13 months after the point of entry), 14% of the pilot study cohort were still in ABE courses.

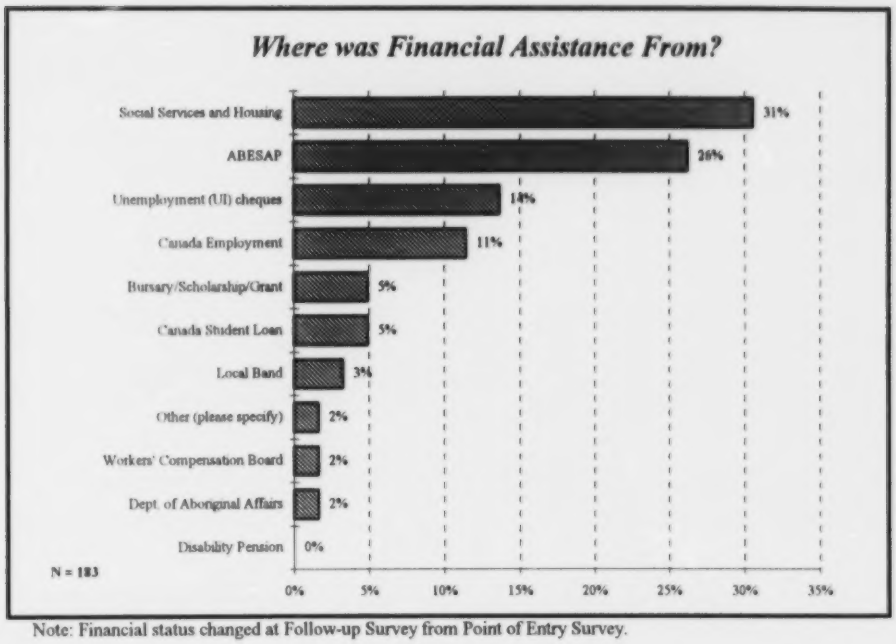


What Types of Financial Assistance did the Cohort Receive?

Nearly half the students in the pilot study cohort reported to have received financial assistance of some sort, with the largest group (31%) sponsored by the Ministry of Social Services and Housing, followed by ABESAP (26%). Seventy-nine percent (79%) of the students who received financial assistance considered it adequate or somewhat adequate for attending ABE courses.



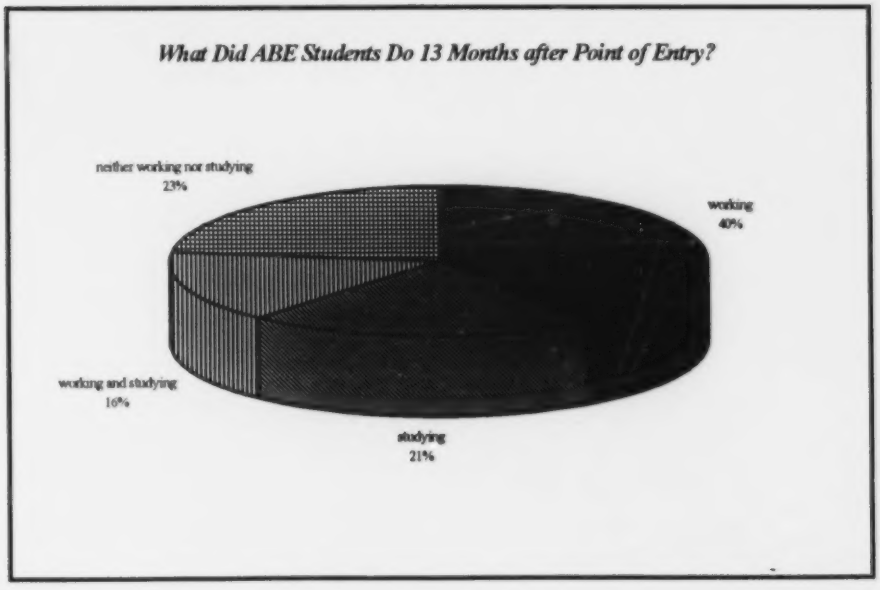




Note: Financial status changed at Follow-up Survey from Point of Entry Survey.

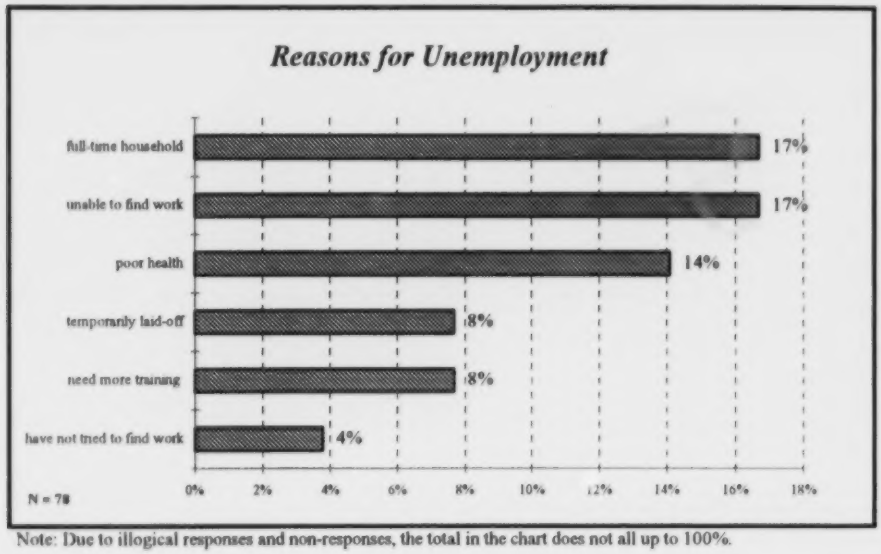
What Did the Students Do 13 Months after Point of Entry?

Of the 344 students who responded to the Follow-up Survey, 40% were working, 21% were studying, 16% were both working and studying, and 23% were neither working nor studying. For reasons of unemployment and future plans of those who were unemployed and not working, please go to the next page.



Reasons for Unemployment

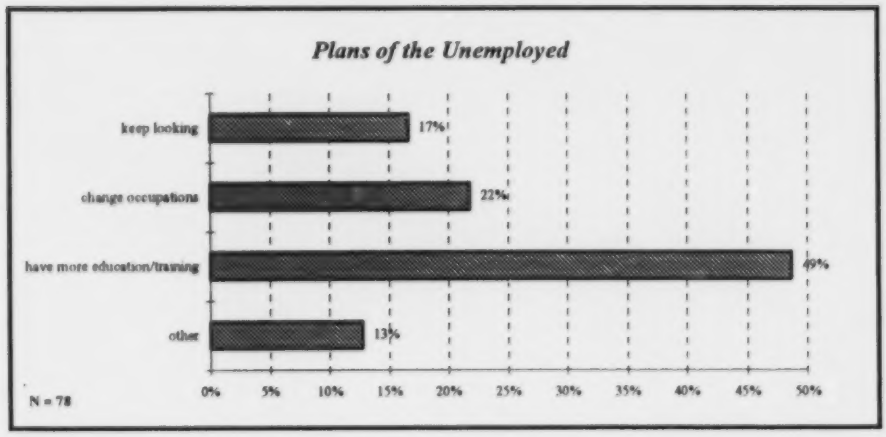
For those who were neither working or studying at the time of the Follow-up Survey, the main reasons for unemployment include "unable to find work", "full-time household work", and "poor health".



Note: Due to illogical responses and non-responses, the total in the chart does not all up to 100%.

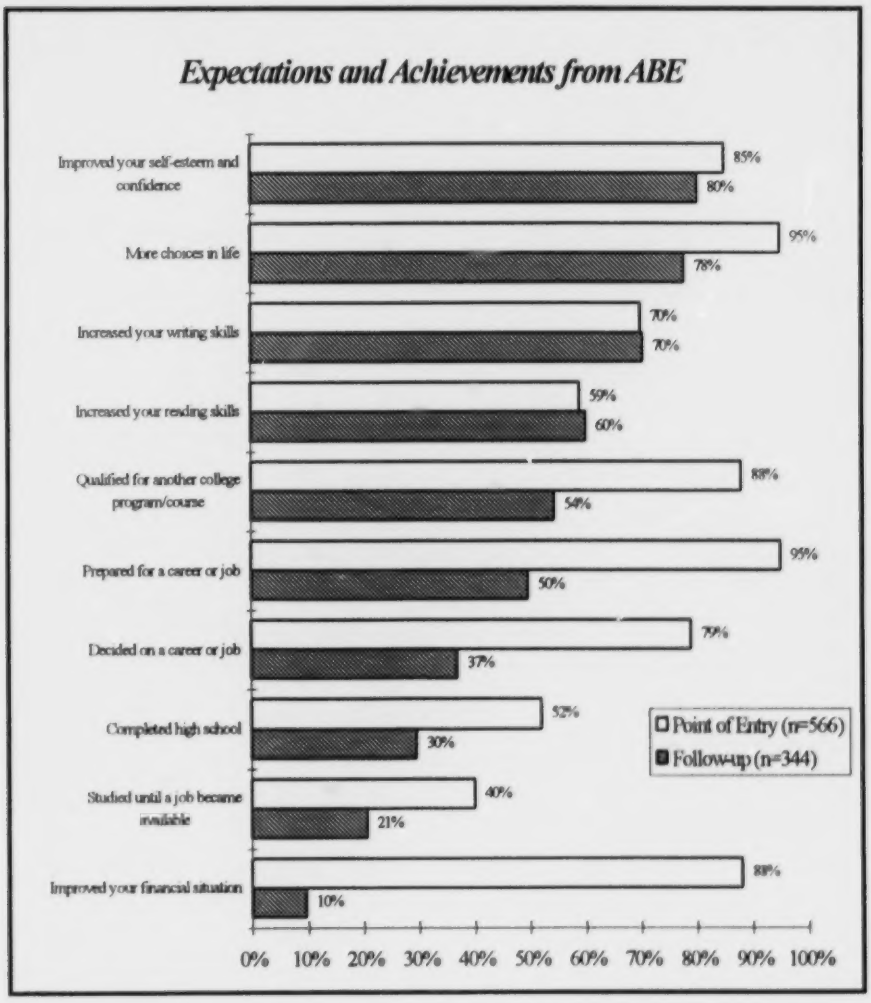
Plans of the Unemployed

Of the 78 former students who were neither employed nor studying at the time of the Follow-up Survey, nearly 50% intended to take further study, 22% would keep on looking for jobs, 18% would change their occupations and 13% did not specify their plans.



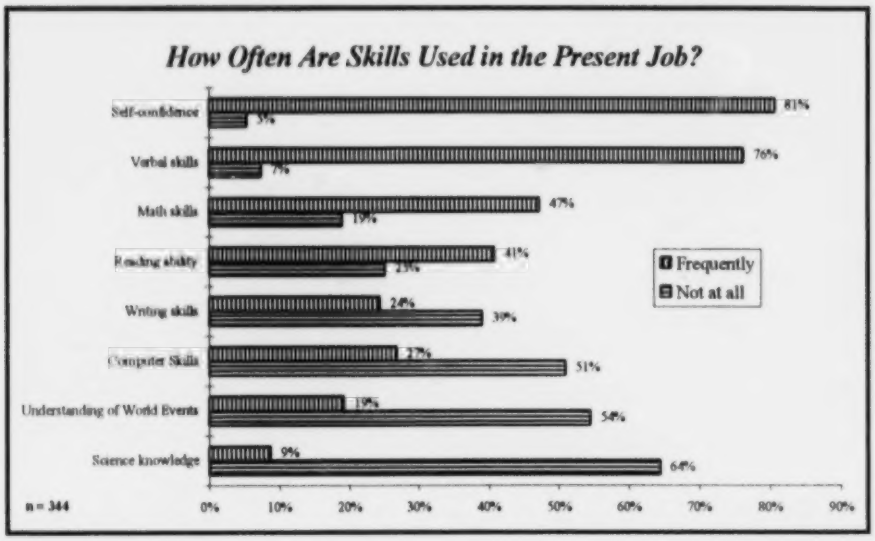
Positive Outcomes

Students in the pilot cohort have very positive opinions of their ABE learning experiences. In particular, they felt that they had improved self-esteem, and had more choices in life. On the other hand, positive outcomes do not always seem to match the expectations the students had when they entered ABE courses. For example, nearly all the students had high expectations of improving their financial situations by taking ABE courses, but only 10% felt that they had achieved this objective. In the chart below, white bars represent the percentage of students who identified listed objectives as very important or important to them at the Point of Entry Survey, and the shaded bars represent the percentage of students who thought that they had achieved these objectives.



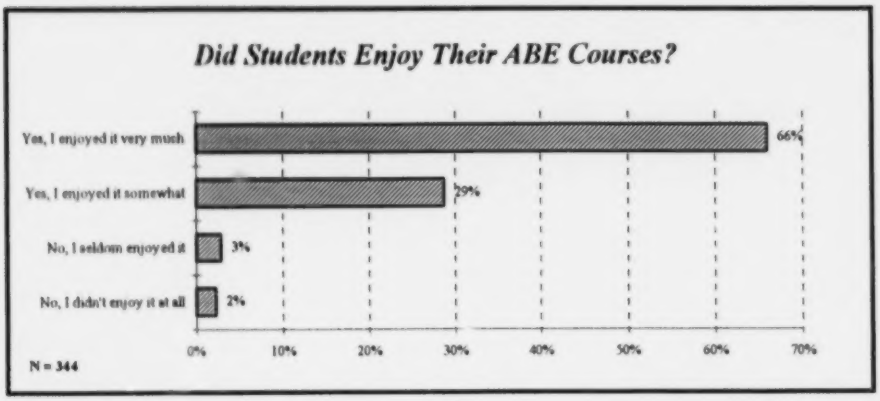
Frequently Used Skills on the Job?

Of the eight skills we asked the respondents to rate based on their present employment, *self-confidence* and *verbal skills* are the two most frequently used skills on the job whereas *science knowledge*, *understanding of world events* and *computer skills* were rated as the least used skills.



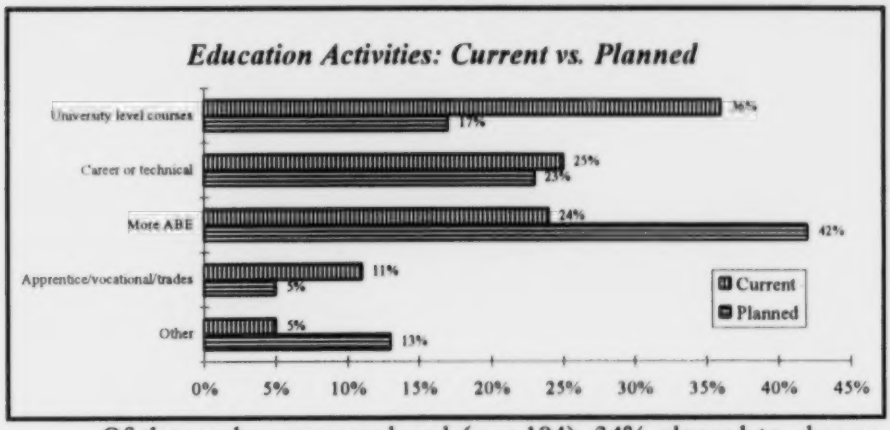
Did the Pilot Study Cohort Enjoy Their ABE Courses?

In the Follow-up Survey, students in the pilot cohort were asked how they enjoyed their ABE experience. The ratings of the degree of enjoyment are used as an indicator for the extent of satisfaction with ABE courses. As many as two-thirds of the respondents (66%) stated that they enjoyed their ABE experience very much, and an additional 29% of the respondents rated their ABE experience as enjoyable to some extent. Only 5% of the respondents had negative ratings of their experience in the ABE courses.

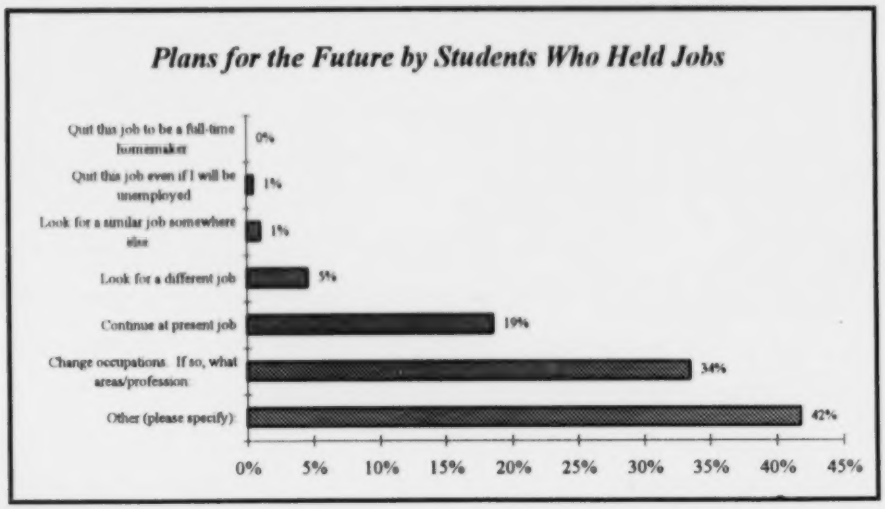


What Did the Pilot Study Cohort Plan to Do in the Future?

Of those who were still taking courses at the time of the Follow-up Survey (n = 126), 24% were in ABE courses, 25% in career or technical courses, and 36% in university level courses. Of those who intended to return to school (n = 149), 42% would like to take more ABE courses, 23% planned to transfer to career or technical courses, and 17% were considering taking university level courses.



Of those who were employed (n = 194), 34% planned to change their occupations and only 19% intended to keep their existing jobs. The occupations to which these students wanted to change cover a wide range of employment fields, including accounting, book-keeping, cooking, child-care service, computer programming, counseling service, dental assisting, social workers, forestry workers, teaching, self-employed, and medical doctors or other health care professionals. In addition, 42% of these respondents (students who held jobs) chose the "other" category. Their future plans include three kinds of activities: (a) obtain a university degree, (b) take more career training, and (c) own their own businesses.

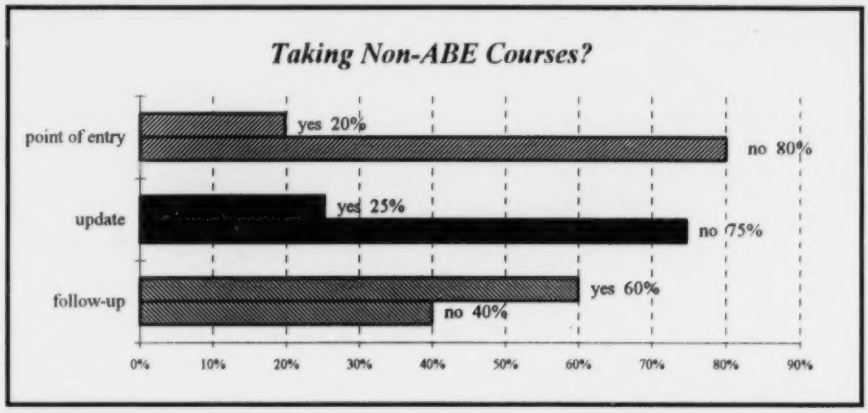


Changes over Time

In order to determine changes over time, 21 questions were repeatedly asked of the participants in different surveys (i.e., Point of Entry Survey, Leavers' Survey, Update Survey and Follow-up Survey). In all, 296 students, or 53% of the total cohort, have gone through the entire survey cycle. The following is a summary of the changes. For details, please see the section *Cross-Survey Comparison* in the attached *Tabulation of Survey Data*.

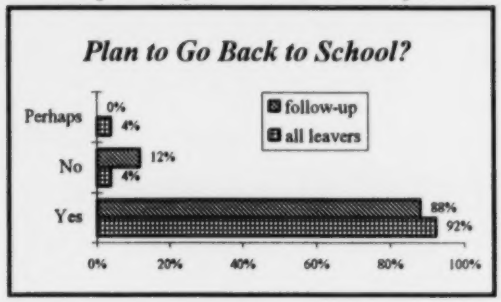
Increased Number of non-ABE Courses

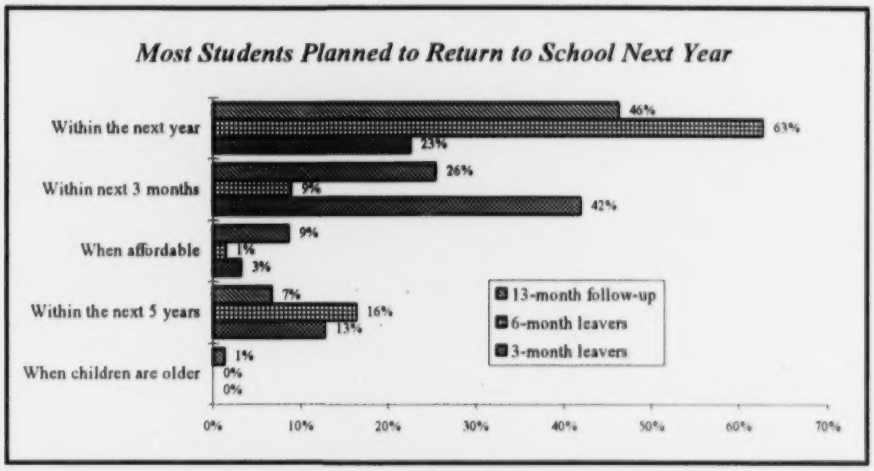
Throughout the 13 month survey cycle, the number of students who took non-ABE courses gradually increased, from 20% at the time of the Point of Entry Survey to 60% at the time of the Follow-up Survey.



Plans for Going Back to School

Going back to school was the plan for most of the students in the pilot study cohort. In fact, 92% of the respondents to the Leavers' Survey and 88% of respondents at the Follow-up Survey indicated that they would go back to school to take more courses. The respondents were asked when they would like to go back to school. The majority of them (50% in the Leavers' Survey and 46% of the Follow-up Survey) intended to return to school within the next year.

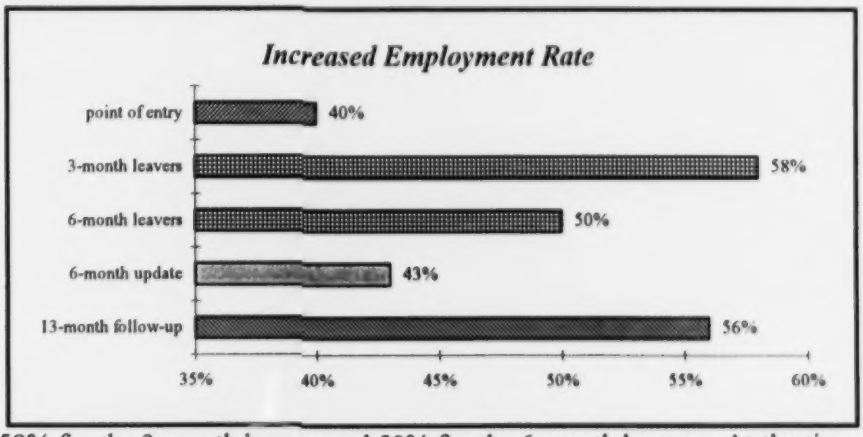




As for the intended subjects of study, ABE courses were high on the education list for the respondents (29% of the respondents in the Leavers' Survey and 42% in the Follow-up Survey).

Increased Employment Rate

The number of students who were employed increased for both leavers and continuants. At the time of the Point of Entry Survey, only 40% of the students were employed. The employment rate went up to

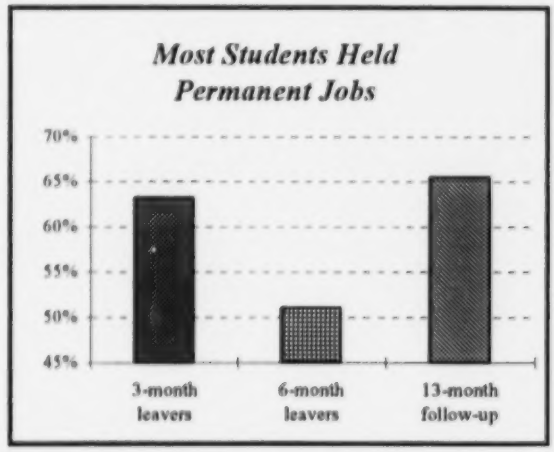


58% for the 3-month leavers and 50% for the 6-month leavers. At the time of the Follow-up Survey, 56% of the students were employed. In addition, the number of employment hours also went up in the same pattern. At the Point of Entry Survey, only 29% of the students worked 30 to 40 hours per week. The proportion of students who worked 30 to 40 hours increased to 46% at the time of the 3-month Leavers' Survey, 46% at the time of the 6-

month Leavers' Survey, and 44% at the time of the Follow-up Survey. However, the number of employment hours was relatively low for the continuants at the Update Survey. Only 23% of the continuants reported to be working 30 to 40 hours per week.

Job Status

One of the most striking characteristics of the pilot study cohort was the stable nature of their employment. In fact, of those who worked, the proportion of permanent jobs was as high as 63% for the 3-month leavers, 51% for the 6-month leavers, and 65% for the students in the Follow-up Survey. Furthermore, the majority of the students who were employed had shift work. (67% of 3-month leavers, 42% of 6-month leavers, and 39% of the respondents in the Follow-up Survey).



Overall Satisfaction

Nearly all of the respondents (95%) in the Follow-up Survey rated their ABE experience as enjoyable, an indication of a high level of satisfaction. This high satisfaction rate is further evidenced by the respondents' response to the question "Would you recommend the ABE course or program to a friend?" Overall, 96% of the students in the pilot study cohort would recommend their ABE courses to their friends. Specifically, 97% of the 3-month leavers, 93% of the 6-month leavers and 97% of the respondents in the Follow-up Survey would like to recommend their ABE courses to their friends. The high ratings of ABE courses are supported by an abundance of positive comments. The following are just a few examples:

"I am an A+ student because of ABE..."
"It was an enjoyable experience..."
"I had great teachers and enjoyed the company of my peers."
"It helped me improve my English."
"It is great to study in a self-paced class with people who want to be there..."
"I can read and write better. My math skills have improved. I feel I have made something of myself. Excellent instructors - very helpful."

Discussion of Pilot Study Findings

Overview of the Project

The pilot study of the ABE Student Outcomes Project furnishes the first overall picture of ABE students in B.C. based on systematically collected longitudinal data. The data is rich; the possibilities for investigation are abundant. This section of the Pilot Study Report explores some of the themes and questions arising from the data.

The ABE Outcomes Study was designed to provide solid, comprehensive data about the educational, social and economic effects of college ABE programs as perceived by the students. The ABE Outcomes Steering Committee, drawn from all college regions, methodically developed the parameters, design and action plan for the ABE Outcomes Study. The value of this careful early work has been proven by the successful completion of the 1993/94 phase, designed as *a pilot study to confirm viability of project procedures and instruments*. The whole process went surprisingly smoothly, requiring less time of college personnel than had been anticipated. The instruments were modified according to evaluations received from the pilot colleges and a project subcommittee. The commitment of the many people involved in the original planning and in the 1993/94 phase has been validated by the results of this pilot study.

Information was collected over a thirteen month period from an initial pilot cohort[1] of 556 new ABE students at three colleges. Although the cohort was limited in number and scope, it appears to be demographically representative. This is shown by the similarity between the pilot data and the early data from 2109 students at the twelve colleges participating in the 1994/95 phase of the ABE Outcomes Study.

Five prominent themes are evident in the pilot study data:

1. Participants enrolled in ABE with specific educational and, often, occupational goals.

2. Students progressed through the levels of ABE and moved on to university level courses and career/vocational training.

3. Many reported financial difficulty and the pressure of juggling work, family responsibilities and study. A recurring concern expressed by one-sixth of respondents throughout the survey process was fear of not succeeding.

4. Respondents who left their studies before reaching their educational goal intended to return to complete their schooling.

5. Respondents were generally well-satisfied with their ABE experience.

This Report of the Steering Committee elaborates on only a few of the many connections and cross-tabulations of the data that can be made between various factors. In the discussion that follows, categories of data are sometimes amalgamated and, where feasible, groupings of similar comments made in response to the *other*[2] question choice have been included. Please refer to the Tabulation of Survey Data for the precise survey figures.

ABE Students had Specific Goals

The ABE Outcomes Study surveyed the same ABE students three times between September 1993 and October 1994 (see the flow chart on page 5). The survey respondents apparently recognized the length of time required to reach their long term goals; they did not expect to complete their education within the thirteen month period of the Outcomes Study.

Students explained on the Point of Entry Survey in September 1993 what they intended to be doing in September 1994. About half intended to still be full-time students, while only 5% selected full-time employment as their one year goal. An additional 40% of the respondents intended to combine study and employment in September 1994. All the data gathered confirms this indication that students viewed their employment merely as a support while they continued with their studies; the employment was not seen as an end in itself.

The actuality is significantly different from the students' original intentions, according to the students who responded to the October 1994 Follow-Up Survey. At that time, only 21% were students, while 40% were working and another 16% were working and studying. The remaining 23% of the responding students were neither working nor studying in the fall of 1994 (see page 28 for information about them).

What circumstances led students to interrupt their studies despite their expressed desire to reach long-term educational goals?

September 1994 saw a drop in student participation in many college programs. The lower-than-intended proportion of returning students from the pilot study cohort may be a function of the overall trend in 1994. Many of the ABE students were employed full-time instead of continuing with their planned studies. Generally speaking, in periods of high employment, participation in educational programs declines.

At the October 1994 Follow-Up Survey, 49% of the respondents said they had completed all the ABE courses in which they had enrolled, while another 30% had completed some of their courses. Information from the respondents who reported incomplete courses provides a further explanation of the shift from planned studying to employment. Work-related reasons account for 24% of the non-completions. Comments such as "Not enough time, had to work." and "I had to go back to work. It was too tough to go to school and work graveyard shift." imply that the work was a financial necessity.

According to the pilot study results, those Outcome Study participants who were no longer students had interrupted their studies because they were working. Further, only one-fifth of those employed intended to remain in their present occupations: the educational and occupational goals had not been abandoned.

On the Point of Entry Survey, 32% reported they had full-time employment immediately prior to entering ABE, with 10% reporting part-time employment and another 9% with work/study combinations; we do not have information on the nature of those prior jobs. However, throughout the survey process, those respondents who were currently employed gave their job title. The data analysts have broadly categorized these job titles; to effectively study the occupations and job progression during and after ABE would require detailed analysis using, for example, the Canadian National Occupational Classification (HRD Canada).

It is interesting, however, to note a few of the broadly categorized occupations that show change over the 13 month survey period. An increase is shown in the proportion of people employed as accountants, cashiers, cooks, in janitorial/maintenance positions, as labourers, as store managers, sawmill workers, and self-employed. In addition, new specific occupations were listed at the final survey: these included apprenticeships, machine operators, technicians, silviculture, corrections worker, firefighter, personal fitness trainer, tour guide, and animal keepers. The proportion of people employed in the health field and in office positions remained about the same, as did the number of survey participants employed in what might be referred to as traditional part-time student employment.

Students Progress through ABE and on to Other Education

Survey data (see page 23) illustrate that ABE students progressed through the various levels of ABE and on to both academic programs and career/vocational programs. At the six month survey point, over 60% of the continuing students had completed one level and were working at a different level of ABE. And of those students no longer in ABE at that time, a total of one half had completed all (40%) or some (11%) of their enrolled ABE courses. One third of these no-longer-in-ABE survey respondents had continued their studies in other courses/programs.

A look at intended and actual areas of study is worthwhile. Terminology confusion around the terms career, technical, vocational, trade, and apprenticeship courses caused some survey problems. For this discussion, all such courses are considered together as career/vocational.

At the Point of Entry (September 1993), 436 respondents who expected to still be students one year later (September 1994) intended to be in these courses:

ABE/college prep	40%
Career/vocational	33%
University level	26%
Other	1%

At the time of the Follow-Up survey 13 months later (October 1994), the 126 respondents who were still students were enrolled in the following areas:

ABE/college prep	24%

Career/vocational	39%
University level	36%
Other	1%

Also at the time of the Follow-Up survey, 149 of the respondents who were not currently students expressed their intention to return later to school in these areas:

ABE/college prep	43%
Career/vocational	30%
University level	17%
Other	10%

It is clear that Adult Basic Education is an avenue to other education and training, and that ABE programs function as important routes of access to post-secondary education.

Student-Reported Difficulties and Fear of Not Succeeding

The survey respondents were generally frank about discussing personal problems which interfered with their ABE courses. At the Point of Entry in September 1993, half the respondents anticipated difficulties in continuing to attend school. A maximum of three potential problems were chosen by each respondent: financial problems (44%), health (8%), household and family responsibilities (17%), childcare (5%), transportation (6%), and fear of failure (16%) were the responses. Working while attending ABE was not provided as an option on this question; the high ranking of anticipated financial problems may incorporate potential work/study difficulties.

On the later surveys, students responded on a 5 point scale about matters which had presented a problem while attending ABE. The Leavers' Surveys were given in November 1993 and February 1994 to study participants no longer enrolled in ABE. The 145 Leaver respondents (equally split between course completers and non-completers) stated that the following were a problem more than 60% of the time: finances (19%), health (10%), working and attending classes (23%), household and family responsibilities (15%), childcare (7%) and fear of not succeeding (15%). Further, for those who were non-completers, difficulties with course scheduling, course load and course material were expressed by 17% of them, while 8% had found that their ABE courses were not needed. Another 6% of these non-completers expressed problems with the instruction they had received.

The 304 continuing students, in February 1994, responded to the same question. Their responses that a problem existed were as follows: finances (38%), health (9%), working and attending classes (20%), household and family responsibilities (19%), childcare (6%) and fear of not succeeding (16%). It is interesting that, proportionately, financial problems while attending ABE were reported by twice as many continuing students as by the leavers. Half the leavers had completed their ABE courses. Were they the ones without financial problems?

The predictions of difficulties and the reporting of these same difficulties are fairly consistent over the 13 month survey period. This suggests that these ABE students are realistic about life's problems and yet have the determination to plan and work toward their educational and occupational goals. ABE students may not be in a position to make significant changes in their daily lives; working toward educational and occupational change must be balanced against the needs of family responsibilities and limitations such as lack of financial resources and emotional support.

Are there attributes which enable some students to continue despite the problems, while others leave ABE without completing all their courses or meeting their goals? What are the implications for educational institutions? Further analysis of the data in the following personal and educational areas may provide some answers: age of student, number of dependents, source of financial assistance, employment (hours, type, pay), academic level, and length of study time needed to reach educational and occupational goals.

Student knowledge of, and use of, college facilities and support services requires careful consideration. For example, less than one quarter of the surveyed Leavers had seen a financial aid advisor, and the same number did not even know if the college had such a service. Only about half the leavers had seen counsellors, career advisors or course advisors, and their knowledge of the student services available appears limited. On the other hand, the continuing students, responding to the same question about student services on the Update Survey, had made greater use of the library, counsellor/career advisors, financial aid advisors, quiet study space and the computer lab.

Were the leavers who had used student services the same half who had completed their courses? Detailed cross-tabulations of the survey data showing use of various student services correlated with course completion

and educational progression will be useful. The degree of satisfaction within the institution and the classroom could also be closely analyzed to determine if differences in the institutional setting appears to facilitate ABE students' completion.

In February 1994, almost a third of the continuing students reported having thought of quitting. What had made them stay? Desire to succeed and commitment to a goal kept 72% of those students in class, while support from family, teachers and others encouraged another 12% to continue. Did the problems reported by the six month continuants eventually overwhelm them, so that they were unable to continue the following September? The following are representative student comments on the Update Survey:

- *I wish I could attend more classes, but a full time job which supports my family will not allow me available time.*

- *Some uncertainty about the future. Am I taking these courses only to*

  find out I am unable to go full time next fall—ready emotionally, not financially!

Such desire to succeed and commitment to goals is juxtaposed by the fear of not succeeding which was expressed by one-sixth of the students. The importance of goal setting and of goal attainment in education is reinforced by the survey data. Therefore, informed occupational goal setting must be encouraged. Specific educational planning and accurate course advising appears to be essential.

The importance of providing such support and enabling student success is further augmented by this pilot study data. About three-quarters of the respondents felt they had improved their self-confidence while in ABE. When asked about the use on their job of skills gained in ABE, self-confidence was ranked the most used skill on both the Leavers and Follow-Up Surveys.

- *I am finding the ABE Program a wonderful opportunity for learning and reaching my goal. I truly believe we are never too old to learn.*

- *I have had my intelligence validated and now feel I can succeed in my goals.*

- *Truly fulfilling—has motivated me and made me feel that I can really succeed in my goal.*

Students Intend to Return to Complete Their Studies

At the beginning of their ABE studies in September 1993, about 90% of the participants intended to still be students one year later; but, as noted earlier, only about 37% of those surveyed at that later date had remained active students. However, virtually all the non-students intend to come back to their studies.

The chart Expectations and Achievements from ABE Programs, shown on page 29, shows both fulfilled and unfulfilled expectations. It appears that students met many of their short term goals during the 13 month period of the ABE Outcomes Study; they have improved reading and writing skills, have increased confidence and self-esteem, feel positive about more choices in life, and more than three-quarters have completed all or some of their ABE courses.

The ABE students surveyed were realistic about the length of time required to reach their long-term goals and the problems they might confront while they were in ABE. It appears that the problems encountered with finances, family responsibilities and work interfered as they had predicted.

However, of the ABE Outcomes Study respondents who were not students in October 1994, almost ninety percent intend to return to their studies when their situation permits; they have not given up on their long-term goals.

These comments from employed participants are representative:

- *I'm going to take as much school as I can—ABE and long term care aide at least.*

- *...return to school, upgrade, and take an automotive course.*

- *I'm going back to take business administration courses at the college.*

- *I'm waiting to study to become a dental hygienist.*
- *...get an apprenticeship as a lineman for Hydro.*
- *Get a B.Sc. in agriculture—soil management*
- *Travel for 6 months, and after that I go to (name of institution)*

Other students changed their educational goals while attending ABE and plan to pursue their new path.

- *Initially I wanted to study nursing, but changed to Home Support Services which takes less time to complete.*
- *Started out just wanting my Grade 12 and now I want post-secondary education.*
- *I'm thinking that I might go back to school. Before it wasn't even a possibility.*
- *Since I began ABE, I began to gain a greater appreciation of the importance of education.*

And, from another respondent, a dose of a different kind of reality:

- *I'm not as smart as I thought I was. My big dreams of going to college are shot.*

Students' Satisfaction with their ABE Experience

As the graph on page 25 shows, the students generally reported good overall satisfaction with both the instruction and materials, although the non-completers were not as content or as participatory; specific suggestions made by students are available in the various summary reports.

The bulk of all the respondents on the Follow-Up Survey expressed satisfaction with their ABE experience. Positive statements about ABE ("it") made by 81% of the respondents are encapsulated in these quotes:

- *It's been a great experience. The teachers are great and I've learned a lot.*
- *It's a good course because of the teachers. Hope these upgrading courses keep going. Before I could hardly read or write, now my life is a lot better.*
- *It opens the doors to a person's future. It gives them more avenues to travel.*
- *It helped me. I improved my high school marks. It qualified me for college entrance.*
- *It's an excellent way to improve your skills and prepare for first year university if you've been out of high school for a long time.*
- *It helped me to feel a little more optimistic about my future.*
- *It got me going again. Opened up my mind, got me motivated.*
- *It gives a person a whole different outlook on life. You feel more confident and sure of yourself.*
- *I would recommend it to different friends for different reasons, but mostly because it is a good atmosphere for learning.*
- *You are treated with respect and equality as an adult. You are responsible for your marks. There is a great atmosphere.*

Conclusion

The pilot phase of the ABE Outcomes Study indicates that ABE students hope to reach an occupation which will improve their financial situation. They intend to facilitate this by gaining any necessary skills and prerequisites in ABE before enrolling in career/vocational and university level courses. To implement their plans, survey respondents require sufficient financial support and the opportunity to balance work, family responsibilities and study.

The ABE Outcomes Steering Committee anticipates the 1994/95 ABE Student Outcomes Study currently being conducted with 2109 ABE students at twelve B.C. colleges will provide more definitive data. As that data becomes available, the themes briefly discussed here will be explored in greater depth. Additional themes and questions will be raised and studied as interested educators, administrators and service providers examine the comprehensive data that is being collected.

End Notes

1. The pilot study cohort was 556 students from three colleges. Okanagan College surveyed 315 students on five campuses, with the Kelowna group including a large number of students involved in one or more college prep courses. Selkirk College surveyed 77 students who were enrolled at 7 diverse campuses. At the three campuses of Capilano College, 164 students were surveyed but the night and college prep students were not represented. The cohort consisted only those students who were new to ABE at one of these colleges in September and who voluntarily participated in this longitudinal study.

2. Although correlations can still be drawn, the wording and categorization of some repeated questions were modified between one survey point and the next. Where pertinent to the report, these changes are noted. The survey questions frequently gave a number of options with an *other* category. Student responses in the *other* category often demonstrated a variable that had not been considered in the original question design; these responses, although a discrete group, cannot be listed with the tabulated data. A few survey questions were not specific enough on the original surveys. For example, we asked, "Was childcare a problem?" The "No" response was made not only by parents who have adequate childcare arrangements but also by people who do not have children; such data is therefore misleading unless related to information found elsewhere in the surveys. These questions have since been modified.

Appendix 1: Tabulation of Survey Data

Note:

1. The "total" in the tables on the following pages may not add up to 100% due to rounding.
2. Where the respondents were allowed to choose more than one responses, the "total" represents the total number of responses.
3. Information on all open-ended questions has been returned to participating institutions.

Tabulation of Survey Data

Number of Participants:

Institution	Point of Entry	3-Month Leavers	6-Month Leavers	Update	Follow-up
Capilano	164	10	30	91	94
Okanagan	315	21	75	153	197
Selkirk	77	2	8	60	53
Total	**556**	**33**	**113**	**304**	**344**

Institution	Point of Entry	3-Month Leavers	6-Month Leavers	Update	Follow-up
Capilano	29%	30%	27%	30%	27%
Okanagan	57%	64%	66%	50%	57%
Selkirk	14%	6%	7%	20%	15%
Total	**100%**	**100%**	**100%**	**100%**	**100%**

Point of Entry Survey

Q.17 Gender

Male	230	41%
Female	322	58%
Missing	4	1%
Total	**556**	**100%**

Q.16 Age

15-19	111	20%
20-24	177	32%
25-29	92	17%
30-34	70	13%
35-39	39	7%
40-44	28	5%
45+	33	6%
missing	6	1%
Total	**556**	**100%**

(Point of Entry Survey)

Q.18 Marital Status

Single	333	61%
Married/Common Law	129	23%
Widowed/Separate/Divorced	87	16%
Total	**549**	**100%**

Q.19 Have Dependents?

Yes	185	34%
No	360	65%
Other	6	1%
Total	**551**	**100%**

Q.20 Where were the dependents?

School	109	41%
Daycare	59	22%
With spouse	75	28%
Other	26	10%
Total	**269**	**100%**

Note: Respondents were allowed to choose more than one choice.

Q.1 Level of ABE Programs Enrolled

fundamental	65	13%
intermediate	119	25%
advanced	126	26%
provincial	30	6%
GED	11	2%
fund. and interm.	8	2%
interm. and adv.	26	5%
adv. and prov.	37	8%
other	62	13%
Total	**484**	**100%**

(Point of Entry Survey)

Q.2 Hours Spent for Study per Week

1-4 hours	77	14%
5-9 hours	132	24%
10-14 hours	100	18%
15-20 hours	95	17%
more than 20 hours	148	27%
don't know	4	1%
Total	**556**	**100%**

Q.3 ABE Courses Enrolled In

Math	464	83%
Science	282	51%
English	354	64%
Other	152	27%

Note: Students may choose more than one choice.

Q.4 Taking non-ABE Courses?

Yes	106	20%
No	428	80%
Total	**534**	**100%**

Q.5 Working While Attending School?

Yes	221	40%
No	329	60%
Total	**550**	**100%**

(Point of Entry Survey)

Q.8 Activities Before Entering Current Programs

Full-time student	50	9%
Part-time student	11	2%
Part-time employed (less than 30 hours)	55	10%
Full-time employed (more than 30 hours)	173	32%
Looking for jobs	43	8%
Not looking for jobs	11	2%
Full-time household/family duties	58	11%
Part-time student and full-time employment	21	4%
Part-time student and part-time employment	28	5%
Other	91	17%
Total	**541**	**100%**

Q.9 When Did Respondents Last Attend School?

Last term	129	23%
Within the past 2 years	130	23%
Within the past 5 years	85	15%
More than 5 years	211	38%
Total	**555**	**100%**

Q.10 Type of Schools Previously Attended

High School	318	58%
College	150	27%
Other	81	15%
Total	**549**	**100%**

Q.11 Enjoyed Last Experience at School?

No	88	16%
Mostly didn't	40	7%
Sometimes	171	31%
Mostly did	128	23%
Yes	125	23%
Total	**552**	**100%**

(Point of Entry Survey)

Q.12 Enrolled in ABE Programs Before?

Yes	96	17%
No	456	83%
Total	**552**	**100%**

Q.14 Received Financial Assistance for Your Studies?

Yes	257	49%
No	270	51%
Total	**527**	**100%**

Q.15 From Whom?

Employment/Immigration	70	24%
Dept. Aboriginal Affairs	4	1%
Local band	11	4%
Social Services	113	38%
Worker's Compensation	4	1%
ABESAP	55	19%
Other	38	13%
Total	**295**	**100%**

Q.21 Main Reasons for Enrolling in ABE

to read better	23	2%
to write better	35	3%
to upgrade skills	150	13%
to get a better job	147	13%
to get a job	31	3%
to meet people	8	1%
to improve lifestyle	73	6%
to improve general ed.	132	11%
to get E.I.C. allowance	2	0%
my family wants me to	3	0%
to improve way I feel about myself	81	7%
to complete high school	129	11%
to access another college program	320	27%
other	40	3%
Total	**1174**	**100%**

* Each respondent was allowed a maximum of 3 selections in this category.

(Point of Entry Survey)

Q.22 Ratings of Expectations

	Very Important		Important		Not Important		Not Very Important	
a. learn to read	205	39%	102	20%	79	15%	137	26%
b. improve my reading	204	39%	162	31%	73	14%	86	16%
c. learn to write letters	152	29%	163	31%	103	20%	107	20%
d. upgrade my existing job skills	242	46%	153	29%	71	14%	59	11%
e. complete a G.E.D. certificate	180	37%	73	15%	89	18%	150	30%
f. improve/establish myself financially	349	66%	116	22%	27	5%	33	6%
g. prepare for a career or job	438	81%	74	14%	14	3%	13	2%
h. decide on a career or job	293	56%	120	23%	56	11%	55	10%
i. study for a better job	317	60%	138	26%	27	5%	44	8%
j. study until a job becomes available	79	15%	126	25%	150	29%	156	31%
k. qualify for college or university entrance	382	72%	83	16%	43	8%	24	5%
l. qualify for another program	301	58%	128	25%	49	9%	39	8%
m. improve my self-esteem and confidence	290	55%	162	30%	44	8%	36	7%
n. have more choices in life	375	70%	133	25%	11	2%	16	3%
o. meet new people	137	26%	215	41%	110	21%	66	13%
p. improve my inter-personal skills	208	40%	213	40%	66	13%	39	7%
q. other (1)	45	75%	3	5%	1	2%	11	18%
r. other (2)	11	52%	0	0%	1	5%	9	43%

Q.25 Anything in Life that Makes It Difficult to Keep Going to Sc

Yes	296	54%
No	249	46%

Q.26 If yes, what might present problems?

Not enough money	221	43%
Health problems	36	7%
Not enough time for children	40	8%
Not enough time for housework	33	6%
Difficult to get transportation	27	5%
Spouse doesn't like me in school	4	1%
Child care hard to get	26	5%
Fear of failure	76	15%
Other	54	10%
Total	**517**	**100%**

* Each respondent was allowed a maximum of 3 selections in this category.

(Point of Entry Survey)

Q.23 Have Long-Term Occupational\Career Goals?

Yes	293	54%
No, but have one area in mind	190	35%
No, not at all	60	11%
Total	**543**	**100%**

Q27 Received Encouragement from Anyone to Return to School?

Yes	371	68%
Somewhat	100	18%
No	76	14%
Total	**547**	**100%**

Q.28 If yes, from whom?

Friends	318	35%
Family	357	40%
Spouse	100	11%
Children	61	7%
Other	63	7%

* Each respondent was allowed a maximum of 3 selections in this category.

Q.29 Do You Have a Friend, Spouse or Relative Who can Help You with?

	Yes		No		Sometimes	
a. Studying	290	54%	108	20%	140	26%
b. Child care	119	45%	101	38%	46	17%
c. Household chores	216	52%	132	32%	68	16%
d. Other responsibilities	219	51%	99	23%	111	26%

(Point of Entry Survey)

Q.31 What Do You Intend to be Doing 12 Months from Now?

Note: students were allowed to choose more than one category

Full-time student	239	46%
Part-time student	10	2%
Part-time employed (less than 30 hours)	8	2%
Full-time employed (more than 30 hours)	28	5%
Looking for jobs	1	0%
Not looking for jobs	1	0%
Full-time household/family duties	0	0%
Part-time student and full-time employment	51	10%
Part-time student and part-time employment	78	15%
Other	104	20%
Total	**520**	**100%**

Q.32 If you plan to be a student, your program area will be

Note: students were allowed to choose more than one category

Continuing in ABE	124	28%
Vocational program	23	5%
Career/tech courses	115	26%
College prep/foundation courses	49	11%
University level courses	109	25%
Other	16	4%
Total	**436**	**100%**

Leavers Survey (Aggregated)

Q.1 How long were you in ABE?

Less than 1 month	17	12%
1 to 3 months	48	33%
4 to 6 months	69	47%
7 to 10 months	9	6%
More than 10 months	3	2%
Total	**146**	**100%**

Q.2 In that time, did you go to most of your classes?

Yes	137	94%
No	8	6%
Total	**145**	**100%**

Q.4 Main Reasons for Enrolling in ABE

To read better	4	2%
To write better	2	1%
To upgrade existing skills	67	30%
To get a better job	10	4%
To get a job	4	2%
To meet people	0	0%
To improve lifestyle	4	2%
To improve general ed.	22	10%
To get U.I.C. cheques	0	0%
Family wants me to	0	0%
To improve self-esteem	4	2%
To complete high school	32	14%
To access another college	55	24%
Other	22	10%
Total	**226**	**100%**

(Leavers' Survey)

Q.5 Get what you wanted from the program?

Yes, definitely	66	46%
Yes, to some extent	31	22%
No, not at all	47	33%
Total	**144**	**100%**

Q.8 Did you complete the courses you enrolled in?

Yes	58	40%
Yes, some of them	16	11%
No	71	49%

Q.8B If No, do you intend to re-enroll in the uncompleted courses?

Yes	25	60%
No	14	33%
Undecided	2	5%
Missing	1	2%
Total	**42**	**100%**

Q.9 Would you recommend the program to a friend?

Yes	136	94%
No	8	6%
Maybe	1	1%
Total	**145**	**100%**

Q.10 Are you currently a student?

Yes	48	33%
No	98	67%

Q.10A If Yes, are you...

Part-Time	26	54%
Full-Time	23	48%

(Leavers' Survey)

Q.11 If you are not a student, Do you plan to go back to school?

Yes	96	92%
No	4	4%
Maybe	4	4%
Total	**104**	**100%**

Q.12 If yes, when do you plan to go back to school?

Within the next 3 months	19	19%
Within the next year	49	50%
When the children are older	0	0%
When I can afford to	2	2%
Within the next five years	15	15%
Other	13	13%
Total	**98**	**100%**

Q.13 What programs do you intend to take?

More ABE classes	30	29%
Apprenticeship/vocational/trades	9	9%
Career or technical program	17	17%
University Level Courses	14	14%
Other	32	31%
Total	**102**	**100%**

Q.14 Are you currently employed?

Yes	76	52%
No	70	48%

Q.16 Reasons for Unemployment

Note: Due to illogical responses, the number of responses is greater than the number of the unemployed reported.

Unable to find work	8	5%
Transportation Problems	1	1%
F/T household/family duties	9	6%
Need more ed./training	8	5%
Temporarily laid-off	1	1%
In poor health	10	7%
Necessity of re-locating	0	0%
Have not tried to find a job	2	1%
Student attending classes	14	10%
Other	24	16%
Total	**77**	**53%**

(Leavers' Survey)

Q.17 If unemployed, what do you plan to do?

Keep looking for a job	13	21%
Change careers	8	13%
Continue with my studies	36	57%
Other	6	10%
Total	**63**	**100%**

Q.18 How many hours per week do you work?

1-14 hours	11	15%
15-29 hours	15	20%
30-40 hours	36	48%
More than 40 hours	13	17%
Total	**75**	**100%**

Q.20 Is your job...

Permanent	42	54%
Temporary	16	21%
Seasonal	12	15%
Other	8	10%

Please Note: Some respondents may have chosen more than one answer.

Q.20B Do you work shiftwork?

Yes	33	49%
No	35	51%

Q.21 What do you intend to do in the future?

Continue at present job	9	16%
Quit job to be a homemaker	1	2%
Look for a similar job elsewhere	5	9%
Look for a different job	7	12%
Quit job even if unemployed	1	2%
Change Careers	22	39%
Other	12	21%
Total	**57**	**100%**

(Leavers' Survey)

Impression of Student Services

	Services Available: Q. 3A Yes	No	Don't Know		Services Used: Q.3B Yes	No	Don't Know**
(a)	123 86%	15 10%	5 3%	Library	77 59%	47 36%	6 5%
(b)	113 79%	9 6%	21 15%	Counsellor/Career Advisor	60 49%	54 44%	9 7%
(c)	84 59%	19 13%	40 28%	Learning Assistance	40 38%	47 45%	17 16%
(d)	38 28%	34 25%	63 47%	Special Needs Assistance	4 5%	37 49%	34 45%
(e)	81 57%	29 21%	31 22%	Financial Aid Advisors	25 24%	59 56%	22 21%
(f)	103 73%	17 12%	22 15%	Course Advisors	63 55%	41 36%	11 10%
(g)	114 81%	20 14%	7 5%	Quiet Study Space	81 64%	36 29%	9 7%
(h)	28 20%	27 19%	87 61%	Assessment Centre	10 14%	20 28%	42 58%
(i)	95 67%	27 19%	19 13%	Computer Lab	44 39%	51 45%	19 17%

** Not asked of 3 Month Leavers

(Impression of Student Services)

6A. What is your overall general impression of the institution you attended?

		Yes	No
(a)	Did you feel welcome at the institution?	34 100%	0 0%
(b)	Were you able to get the info. that you needed?	31 91%	3 9%
(c)	Were you given an orientation?	52 58%	38 42%
(d)	Could you find your way around?	35 92%	3 8%
(e)	Were registration hours convenient for you?	48 79%	13 21%
(f)	Were the times of classes appropriate for you?	41 73%	15 27%
(g)	Would a different schedule have been better?	27 39%	42 61%
(h)	Was the location of the class suitable to you?	50 86%	8 14%
(i)	Were other services unavailable to you?	20 33%	41 67%

** *Not given to 3 Month Leavers*		Most of the Time (81-100%)	Usually (61-80%)	Sometimes (41-60%)	Seldom (21-40%)	Hardly Ever (0-20%)
(a)	Did you feel welcome at the institution?	27 79%	5 14%	2 6%	0 0%	1 1%
(b)	Were you able to get the info. that you needed?	21 67%	7 21%	4 11%	1 1%	0 0%
(c)	Were you given an orientation?	17 61%	3 11%	1 5%	2 7%	5 16%
(d)	Could you find your way around?	28 88%	3 10%	1 2%	0 0%	0 0%
(e)	Were registration hours convenient for you?	22 76%	3 10%	2 6%	1 3%	1 5%
(f)	Were the times of classes appropriate for you?	20 68%	5 16%	1 3%	3 9%	1 3%
(g)	Would a different schedule have been better?	5 19%	2 10%	3 15%	2 11%	15 44%
(h)	Was the location of the class suitable to you?	20 83%	2 8%	1 5%	0 0%	1 5%
(i)	Were other services unavailable to you?	5 23%	0 0%	3 16%	2 13%	10 48%

(Leavers' Survey)

General Impression (continued)

6B. What is your overall general impression of your ABE classroom(s)?

		Yes		No	
(a)	Did you feel comfortable/welcome in the classroom?	31	94%	2	0%
(b)	Did the course content interest you?	27	79%	7	21%
(c)	Did you like the program materials?	31	89%	4	11%
(d)	Was the course too difficult?	5	11%	39	89%
(e)	Was the course too easy?	3	7%	40	93%
(f)	Did you like the instructor?	53	95%	3	5%
(g)	Did you participate in class discussions?	26	70%	11	30%
(h)	Was your class self-paced?	42	65%	23	35%
(i)	Did your class include group work?	30	50%	30	50%
(j)	Were you satisfied with the way information was explained?	28	85%	5	15%
(k)	Did you have too much homework?	5	12%	36	88%
(l)	Did the number of tests disturb you?	1	2%	52	98%
(m)	Did you feel that you were making good progress?	28	80%	7	20%
(n)	Other comments:	19	37%	33	63%

** *Not given to 3 Month Leavers*		Most of the Time (81-100%)		Usually (61-80%)		Sometimes (41-60%)		Seldom (21-40%)		Hardly Ever (0-20%)	
(a)	Did you feel comfortable/welcome in the classroom?	93	85%	6	5%	7	6%	1	1%	3	3%
(b)	Did the course content interest you?	78	72%	10	9%	8	7%	4	4%	8	7%
(c)	Did you like the program materials?	72	68%	15	14%	13	12%	2	2%	4	4%
(d)	Was the course too difficult?	4	4%	3	3%	25	26%	18	19%	47	48%
(e)	Was the course too easy?	7	8%	3	3%	22	24%	23	25%	38	41%
(f)	Did you like the instructor?	74	85%	4	5%	5	6%	2	2%	2	2%
(g)	Did you participate in class discussions?	60	63%	9	9%	17	18%	2	2%	8	8%
(h)	Was your class self-paced?	32	43%	12	16%	13	17%	6	8%	12	16%
(i)	Did your class include group work?	30	38%	7	9%	25	32%	5	6%	11	14%
(j)	Were you satisfied with the way info. was explained?	78	73%	10	9%	13	12%	2	2%	4	4%
(k)	Did you have too much homework?	11	11%	4	4%	30	31%	26	27%	27	28%
(l)	Did the number of tests disturb you?	3	4%	2	3%	11	14%	16	20%	48	60%
(m)	Did you feel that you were making good progress?	66	65%	10	10%	17	17%	3	3%	5	5%
(n)	Other comments:	10	48%	1	5%	1	5%	0	0%	9	43%

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(Leavers' Survey)

7. Were any of the following a problem for you when attending your ABE program?

(Although the options here are on a 5-point scale, some students answered 'Yes' or 'No' to some of the questions.)

** Likert Scale questions were not given to 3 Month Leavers	Y		N		Most of the Time (81-100%)		Usually (61-80%)		Sometimes (41-60%)		Seldom (21-40%)		Hardly Ever (0-20%)		Not At All	
Finances	9	29%	22	71%	17	15%	2	2%	11	10%	15	13%	59	52%	9	8%
Your health	6	19%	25	81%	6	5%	2	2%	17	15%	8	7%	62	55%	18	16%
Family responsibilities	13	54%	11	46%	6	5%	2	2%	20	18%	11	10%	61	54%	13	12%
Household responsibilities	15	60%	10	40%	4	4%	1	1%	23	20%	7	6%	66	58%	12	11%
Transportation	3	10%	28	90%	7	6%	3	3%	11	10%	9	8%	70	62%	13	12%
Lack of spouse/family support	5	16%	26	84%	7	6%	0	0%	7	6%	5	4%	79	71%	14	13%
Childcare	4	33%	8	67%	4	4%	0	0%	5	5%	1	1%	77	73%	19	18%
Fear of not succeeding	12	40%	18	60%	5	5%	7	6%	30	27%	14	13%	42	38%	13	12%
Making friends in ABE	2	7%	27	93%	4	4%	2	2%	9	8%	8	7%	72	64%	18	16%
Finding a quiet place to study at home	7	23%	24	77%	13	12%	3	3%	15	14%	8	7%	60	54%	12	11%
Working and attending classes	11	44%	14	56%	15	14%	4	4%	18	17%	2	2%	59	55%	10	9%
Other problems	21	72%	8	28%	4	5%	3	4%	0	0%	0	0%	21	27%	51	65%

Update Survey

Number of Participants:

Entrance Survey:		Update Survey:		Percentage From Entrance
Capilano College	164	Capilano College	91	55%
Okanagan University College	315	Okanagan University College	153	49%
Selkirk College	77	Selkirk College	60	78%
Total	**556**	**Total**	**304**	55%

Program Information:

1. Level of ABE enrolled:

Fundamental	21	7%
Intermediate	34	12%
Advanced	83	29%
Provincial	55	19%
GED	10	3%
Fund. and Interm.	10	3%
Interm. and Adv.	32	11%
Adv. and Prov.	34	12%
Other	11	4%

2. Hours per week spent attending class:

1-4 hours	40	13%
5-9 hours	63	21%
10-14 hours	56	19%
15-20 hours	57	19%
more than 20 hours	86	28%

3A. Do you attend most of your classes?

Yes	292	97%
No	10	3%

4A. In a Different Level of ABE than when started

Yes	184	61%
No	117	39%

4B. If Yes, why did they change?

Completed	165	90%
Incorrect Assessment	1	1%
Other	5	3%
Missing	13	7%

5A. Taking non-ABE courses?

Yes	76	25%
No	225	75%

6A. Working while attending school?

Yes	128	43%
No	172	57%

6B. How many hours a week do you work?

1-14 hours	54	42%
15-19 hours	34	27%
30-40 hours	30	23%
More than 40 hours	10	8%

Note: Question 7 was an open-ended item; the information has been returned to the institutions.

(Update Survey)

Program Information (Continued):

8A. Services Available:

8B. Services Used:

	8A. Yes		8A. No		8A. Don't Know			8B. Yes		8B. No		8B. Don't Know	
(a)	267	94%	14	5%	4	1%	Library	201	74%	67	25%	4	1%
(b)	245	89%	13	5%	18	7%	Counsellor/Career Advisor	157	60%	92	35%	11	4%
(c)	169	63%	22	8%	78	29%	Learning Assistance	78	33%	132	56%	24	10%
(d)	94	37%	42	16%	121	47%	Special Needs Assistance	12	6%	129	66%	54	28%
(e)	167	61%	25	9%	80	29%	Financial Aid Advisors	78	35%	114	51%	30	14%
(f)	188	70%	18	7%	62	23%	Course Advisors	124	54%	82	36%	22	10%
(g)	242	87%	22	8%	13	5%	Quiet Study Space	202	79%	48	19%	5	2%
(h)	68	26%	35	13%	157	60%	Assessment Centre	20	11%	109	57%	61	32%
(i)	226	82%	17	6%	31	11%	Computer Lab	160	63%	85	33%	10	4%

9. How do you feel about the following?

		Most of the Time (81-100%)		Usually (61-80%)		Sometimes (41-60%)		Seldom (21-40%)		Hardly Ever (0-20%)	
(a)	Do you feel at home in the classroom?	229	76%	53	17%	20	7%	1	0%	0	0%
(b)	Does the course content interest you?	163	55%	95	32%	34	11%	6	2%	1	0%
(c)	Do you like the program materials?	141	47%	96	32%	55	18%	5	2%	6	2%
(d)	Is the course too difficult?	10	3%	10	3%	131	44%	90	30%	60	20%
(e)	Is the course too easy?	12	4%	15	5%	92	31%	112	38%	62	21%
(f)	Do you like the instructor?	239	81%	44	15%	10	3%	2	1%	0	0%
(g)	Do you participate in class discussions?	105	36%	77	26%	65	22%	21	7%	26	9%
(h)	Does your class include group work?	63	21%	47	16%	77	26%	46	16%	62	21%
(i)	Satisfaction with the way info. explained?	151	52%	94	32%	35	12%	10	3%	3	1%
(j)	Do you have too much homework?	17	6%	39	13%	108	36%	91	31%	42	14%
(k)	Do the number of tests disturb you?	15	5%	21	7%	63	21%	101	34%	94	32%
(l)	Do you feel that you are making progress?	121	40%	114	38%	55	18%	6	2%	5	2%
(m)	Do you do the assigned homework?	163	57%	80	28%	26	9%	8	3%	7	2%

10. Have any of the following been a problem?

		Most of the Time (81-100%)		Usually (61-80%)		Sometimes (41-60%)		Seldom (21-40%)		Hardly Ever (0-20%)	
(a)	Finances	56	21%	45	17%	68	26%	42	16%	50	19%
(b)	Your health	15	6%	8	3%	57	22%	65	25%	117	45%
(c)	Family responsibilities	26	10%	23	9%	59	22%	72	27%	86	32%
(d)	Household responsibilities	21	8%	21	8%	53	21%	62	24%	100	39%
(e)	Transportation	18	7%	8	3%	44	17%	54	21%	139	53%
(f)	Lackof spousal/family support	19	8%	11	4%	29	12%	49	20%	140	56%
(g)	Childcare	7	3%	7	3%	25	12%	26	13%	142	69%
(h)	Fear of not succeeding	25	9%	19	7%	87	33%	60	23%	73	28%
(i)	Making friends in ABE	17	7%	10	4%	36	14%	57	22%	141	54%
(j)	Finding a quiet place to study in the home	36	14%	26	10%	54	21%	41	16%	101	39%
(k)	Working and attending classes	26	12%	18	8%	38	18%	30	14%	104	48%

(Update Survey)

Program Information (Continued):

11. Important Changes:

	Yes		No	
Residence	41	33%	229	39%
Relationship	40	32%	224	38%
Other	45	36%	136	23%

12A. Have your Career Goals Changed since you began ABE?

Yes	68	23%
No	230	77%
Responses	298	

13A. Did you receive any training in study/learning skills?

Yes	103	35%
No	190	65%

13B. If so, where?

In a workshop/seminar	10	8%
In a credit course	12	10%
As part of an ABE course	69	58%
Other	29	24%
TOTAL:	120	

13C. Have they been useful?

Yes	4
No	1

Special Note: Totals may differ due to some respondents answering one part of a question and not another (as in 13A and 13C), or answering more than one portion of a question (as in 13B).

14A. Have you ever thought of quitting?

Yes	71	24%
No	219	76%
Responses	290	

Follow-up Survey

Number of participants:

	Entry Survey	Follow-up Survey	% of Entry Survey
Capilano College	164	94	57%
Okanagan University College	315	197	63%
Selkirk College	77	53	69%
Total	**556**	**344**	**62%**

1. How long were you in ABE?

Less than one month	8	2%
More than 10 months	48	14%
Still attending ABE	49	14%
1 to 3 months	52	15%
4 to 6 months	69	20%
7 to 10 months	118	34%
	344	***100%***

Did you complete some of your ABE courses?

Yes	47	96%
No	2	4%
	49	***100%***

Have you gone to most of your ABE classes?

Yes	47	96%
No	2	4%
	49	***100%***

1B *If NO, Explain*
n/a

Are you taking non-ABE courses?

Yes	9	16%
No	47	84%
	56	***100%***

If Yes, what kind of non-ABE courses are you taking?

Career or technical program	0	0%
University transfer	7	78%
Other *(please specify)*:	2	22%
	9	***100%***

2 In the time you attended did you go to most of your classes?

Yes	276	94%
No	19	6%
	295	***100%***

2B *If NO, Explain:* n/a

3 Did you complete the ABE course(s) you enrolled in?

Yes	169	57%
Yes, some of them	57	19%
No	69	23%

(Follow-up Survey)

4. As a result of being in the ABE program, do you feel you have achieved any of the following?

		YES		NO		N/A		TOTAL	
l)	Improved your self-esteem and confidence	276	80%	44	13%	24	7%	344	100%
f)	More choices in life	268	78%	57	17%	19	6%	344	100%
i)	Increased your writing skills	242	70%	45	13%	57	17%	344	100%
d)	Increased your reading skills	207	60%	67	19%	70	20%	344	100%
e)	Qualified for another college program/course	187	54%	128	37%	29	8%	344	100%
g)	Prepared for a career or job	171	50%	138	40%	35	10%	344	100%
a)	Decided on a career or job	127	37%	155	45%	62	18%	344	100%
b)	Completed high school	102	30%	183	53%	59	17%	344	100%
h)	Studied until a job became available	71	21%	182	53%	91	26%	344	100%
k)	Improved your financial situation	33	10%	272	79%	39	11%	344	100%
j)	Improved your high school marks	246	72%	69	20%	29	8%	344	100%
c)	Increased your Math skills	278	81%	39	11%	27	8%	344	100%
m)	Other (*please specify*): _____	n/a		n/a		n/a		n/a	

5A. Are you currently a student?

Yes	126	43%
No	169	57%

5B. If *yes*, are you:

Full-time	88	70%
Part-time	38	30%

5C. If *yes (full-time or part-time)*, what institution do you attend?

n/a

5D. Are you taking non-ABE courses?

Yes	96	76%
No	30	24%

6A. Do you plan to go back to school?

Yes	149	88%
No	20	12%

6B. *If yes*, when do you plan to go back to school?

Within the next three months	38	26%
Within the next year	69	46%
When the children are older	2	1%
When I can afford to	13	9%
Within the next five years	10	7%
Other (*please specify*): _____	17	11%
	149	***100%***

7A. What program do you intend to take when you return to school?

More ABE classes	63	42%
Apprentice/vocational/trades	8	5%
Career or technical program	34	23%
University level courses	25	17%
Other (*please specify*)	19	13%
	149	***100%***

7B. What program are you taking?

More ABE classes	30	24%
Apprentice/vocational/trades	14	11%
Career or technical program	31	25%
University level courses	45	36%
Other (*please specify*)	6	5%
	126	***100%***

(Follow-up Survey)

8A. Did you receive financial assistance while attending ABE?

Yes	158	46%
No	186	54%

8C. Was it adequate?

Yes	112	71%
No	30	19%
Somewhat	16	10%

8B. From whom?

Disability Pension	0	0%
Dept. of Aboriginal Affairs	3	2%
Workers' Compensation Board	3	2%
Other (*please specify*)	3	2%
Local Band	6	3%
Canada Student Loan	9	5%
Bursary/Scholarship/Grant	9	5%
Canada Employment	21	11%
Unemployment (UI) cheques	25	14%
ABESAP	48	26%
Social Services and Housing	56	31%
Note: Multiple choice was allowed	***183***	***100%***

9. Are you currently employed?

Yes	194	56%
No	150	44%

10. How often do you use the following in your job?

(SKIP IF UNEMPLOYED)
WHEN 10 IS FINISHED, GO TO QUESTION 13

		Frequently		Sometimes		Not at All		N/A		
(a)	Math skills	87	45%	62	32%	35	18%	10	5%	194
(b)	Writing skills	42	22%	63	32%	67	35%	22	11%	194
(c)	Reading ability	73	38%	61	31%	45	23%	15	8%	194
(d)	Science knowledge	13	7%	40	21%	96	49%	45	23%	194
(e)	Understanding of World Events	30	15%	41	21%	85	44%	38	20%	194
(f)	Verbal skills	144	74%	31	16%	14	7%	5	3%	194
(g)	Self-confidence	150	77%	26	13%	10	5%	8	4%	194
(h)	Computer Skills	41	21%	34	18%	78	40%	41	21%	194
(i)	Other	2	1%	0	0%	0	0%	192	99%	194
	Please specify other: _____	n/a		n/a		n/a		n/a		

(Follow-up Survey)

11. What is the main reason you are UNEMPLOYED?

Unable to find work	14	9%
Transportation problems	0	0%
Full time household/family duties	16	11%
Need more education/training	11	7%
Temporarily laid-off	7	5%
In poor health	12	8%
Necessity of re-locating	3	2%
Have not tried to find a job	75	50%
Student attending classes	12	8%
Other (*please specify*):	***150***	***100%***

12. If UNEMPLOYED, what do you plan to do?

Keep looking for a job	19	13%
Change occupations. (If so, what areas/profession:)	18	12%
Continue with my studies	99	66%
Other (*please specify*):' ___	14	9%
Please GO TO Question 17A.	***150***	***100%***

13. What is your job title? _____ n/a

14. How many hours per week do you work?

1-14 hours per week	32	16%
15-29 hours per week	43	22%
30-40 hours per week	86	44%
More than 40 hours per week	33	17%
	194	***100%***

14 Do you work shiftwork?

Yes	76	39%
No	118	61%

15. Is the job... (please check as many as apply)

Permanent	127	65%
Temporary	33	17%
Seasonal	17	9%
Other (*please specify*):	1	1%
Permanet/Seasonal	14	7%
Temporary/Seasonal	2	1%
	194	***100%***

(Follow-up Survey)

16. What do you intend to do in the future?

1	Continue at present job	36	19%
2	Quit this job to be a full-time homemaker	0	0%
3	Look for a similar job somewhere else	2	1%
4	Look for a different job	9	5%
5	Quit this job even if I will be unemployed	1	1%
6	Change occupations. If so, what areas/profession:	65	34%
7	Other (*please specify*):	81	42%
		194	***100%***

17A. Have your educational goals changed since you began ABE?

Yes	101	29%
No	243	71%
	344	***100%***

17 ***If YES, please explain:*** ***n/a***

18A. Have your occupational goals changed since you began ABE?

Yes	96	28%
No	248	72%
	344	***100%***

18B. ***If YES, please explain:*** ***n/a***

19. Did you enjoy your experience in the ABE courses?

Yes, I enjoyed it very much	227	66%
Yes, I enjoyed it somewhat	99	29%
No, I seldom enjoyed it	10	3%
No, I didn't enjoy it at all	8	2%
	344	***100%***

20. Would you recommend the ABE course or program to a friend?

Yes	332	97%
No	12	3%
	344	***100%***

Cross-Survey Comparison

ABE OUTCOMES STUDY
CORRELATION BETWEEN SURVEY INSTRUMENTS (BY QUESTION TYPE)

	POINT OF ENTRY		LEAVERS						UPDATE		FOLLOWUP		Total	
		%	3 Month	%	6 Month	%	Aggregated	%		%		%		%
ABE Level														
Fundamental	65	13%							21	7%			86	11%
Intermediate	119	23%							34	12%			153	19%
Advanced	126	24%							83	29%			209	26%
Provincial	30	6%							55	19%			85	11%
GED	11	2%							10	3%			21	3%
Other	8	2%							11	4%			19	2%
Fundamental/Intermediate	26	5%							10	3%			36	4%
Intermediate/Advanced	37	7%							32	11%			69	9%
Advanced/Provincial	31	6%							34	12%			65	8%
Don't know	62	12%							0	0%			62	8%
Totals	515	100%							290	100%			805	100%
ABE Hours														
1-4 hours	77	14%							40	13%			117	14%
5-9 hours	132	24%							63	21%			195	23%
10-14 hours	100	18%							56	19%			156	18%
15-20 hours	95	17%							57	19%			152	18%
More than 20 hours	148	27%							86	28%			234	27%
Don't know	4	1%							0	0%			4	0%
Totals	556	100%							302	100%			858	100%
Non-ABE Courses														
Yes	106	20%							76	25%	105	60%	287	28%
No	428	80%							225	75%	70	40%	723	72%
Totals	534	100%							301		175		1010	100%
How long did you attend classes?														
Less than one month			13	39%	4	10%	17	12%			8	2%	25	5%
1-3 months			18	55%	30	30%	48	33%			52	15%	100	20%
4-6 months			2	6%	67	40%	69	47%			69	20%	138	28%
7-10 months			0	0%	9	7%	9	6%			118	34%	127	26%
More than 10 months			0	0%	3	6%	3	2%			48	14%	51	10%
Still Attending			0	0%	0	0%	0	0%			49	14%	49	10%
Totals			33	100%	113		146	100%			344	100%	490	100%
Did you attend most classes?														
Yes			27	84%	110	15%	137	94%	292	97%	323	94%	752	95%
No			5	16%	3	6%	8	6%	10	3%	21	6%	39	5%
Totals			32		113		145		302		344		791	100%
Courses completed?														
Yes			2	6%	56	50%	58	40%			169	57%	285	49%
Yes, some of them			1	3%	15	13%	16	11%			57	19%	89	15%
No			29	91%	42	37%	71	49%			69	23%	211	36%
Totals			32		113		145				295		585	100%
Plan to go back to school?														
Yes			32	97%	64	90%	96	92%			149	88%	245	90%
No			0	0%	4	6%	4	4%			20	12%	24	9%
Perhaps			1	3%	3	4%	4	4%			0	0%	4	1%
Totals			33		71		104				169		273	100%
When do you plan to go back?														
Within next 3 months			13	42%	6	9%	19	19%			38	26%	57	23%
Within the next year			7	23%	42	63%	49	50%			69	46%	118	48%
When children are older			0	0%	0	0%	0	0%			2	1%	2	1%
When affordable			1	3%	1	1%	2	2%			13	9%	15	6%
Within the next 5 years			4	13%	11	16%	15	15%			10	7%	25	10%
Other			6	19%	7	10%	13	13%			17	11%	30	12%
Totals			31		67		98				149		247	100%

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(Cross-Survey Comparison)

ABE OUTCOMES STUDY
CORRELATION BETWEEN SURVEY INSTRUMENTS (BY QUESTION TYPE)

	POINT OF ENTRY		LEAVERS						UPDATE		FOLLOWOUP		Total	
		%	3 Month	%	6 Month	%	Aggregated	%		%		%		%
Intent upon return														
More ABE classes			11	34%	19	27%	30	29%			63	42%	93	37%
Apprenticeship: voc /trade school			1	3%	8	11%	9	9%			8	5%	17	7%
Career or technical program			3	9%	14	20%	17	17%			34	23%	51	20%
University Level courses			3	9%	11	16%	14	14%			25	17%	39	16%
Other			14	44%	18	26%	32	31%			19	13%	51	20%
Totals			32		70		102				149		251	100%
Currently a student?														
Yes			7	21%	41	36%	48	33%			126	43%	174	39%
No			26	79%	72	64%	98	67%			169	57%	267	61%
Totals			33		113		146				295		441	100%
Student Hours														
Full-time			4	57%	19	45%	23	47%			88	70%	111	63%
Part-time			3	43%	23	55%	26	53%			38	30%	64	37%
Totals			7		42		49				126		175	100%
Currently employed?														
Yes	221	40%	19	58%	57	50%	76	52%	128	43%	194	56%	619	46%
No	329	60%	14	42%	56	50%	70	48%	172	57%	150	44%	721	54%
Totals	550		33		113		146		300		344		1340	100%
Hours employed														
1-14 hours	71	32%	2	11%	9	16%	11	15%	54	42%	32	16%	168	27%
15-29 hours	69	11%	3	16%	12	21%	15	20%	34	27%	43	22%	161	26%
30-40 hours	66	29%	10	53%	26	46%	36	48%	30	23%	86	44%	218	35%
More than 40 hours	18	8%	4	21%	9	16%	13	17%	10	8%	33	17%	74	12%
Totals	224		19		56		75		128		194		621	100%
Job Status														
Permanent			12	63%	30	51%	42	54%			127	65%	169	62%
Temporary			3	16%	13	22%	16	21%			33	17%	49	18%
Seasonal			2	11%	10	17%	12	15%			17	9%	29	11%
Other			2	11%	6	10%	8	10%			1	1%	9	3%
Permanent/Seasonal			0	0%	0	0%	0	0%			14	7%	14	5%
Temporary/Seasonal			0	0%	0	0%	0	0%			2	1%	2	1%
Totals			19		59		78				194		272	100%
Shiftwork														
Yes			12	67%	21	42%	33	49%			76	39%	109	42%
No			6	33%	29	58%	35	51%			118	61%	153	58%
Totals			18		50		68				194		262	100%
Reason Unemployed														
Unable to find work			1	8%	7	11%	8	10%			14	9%	30	10%
Transportation Problems			0	0%	1	2%	1	1%			0	0%	2	1%
F/T household and family duties			2	15%	7	11%	9	12%			16	11%	34	11%
Need more education/training			0	0%	8	13%	8	10%			11	7%	27	9%
Temporarily laid0off			0	0%	1	2%	1	1%			7	5%	9	3%
In poor health			1	8%	9	14%	10	13%			12	8%	32	11%
Necessity of re0locating			0	0%	0	0%	0	0%			0	0%	0	0%
Have not tried to find a job			1	8%	1	2%	2	3%			3	2%	7	2%
Student attending classes			0	0%	14	22%	14	18%			75	50%	103	34%
Other			8	62%	16	25%	24	31%			12	8%	60	20%
Totals			13		64		77				150		304	100%
Plan if Unemployed														
Keep Looking					13	21%	13	21%			19	13%	32	15%
Change careers/occupations					8	13%	8	13%			18	12%	26	12%
Continue with studies					36	57%	36	57%			99	66%	135	63%
Other					6	10%	6	10%			14	9%	20	9%
Totals					63		63				150		213	100%
Financial Assistance														
Yes	257	49%									158	46%	415	48%
No	270	51%									186	54%	456	52%
Totals	527										344		871	100%

BEST COPY AVAILABLE

(Cross-Survey Comparison)

ABE OUTCOMES STUDY
CORRELATION BETWEEN SURVEY INSTRUMENTS (BY QUESTION TYPE)

	POINT OF ENTRY		LEAVERS						UPDATE		FOLLOWUP		Total	
		%	3 Month	%	6 Month	%	Aggregated	%		%		%		%
From Whom?														
Canada Employment/UI cheques	0	0%									25	14%	25	5%
CEIC (Full Sponsorship)	70	24%									21	11%	91	19%
Aboriginal Affairs	4	1%									3	2%	7	1%
Local Band	11	4%									6	3%	17	4%
Ministry of Social Services	113	38%									56	31%	169	35%
Workers' Compensation	4	1%									3	2%	7	1%
ABE Student Assistance	55	19%									48	26%	103	22%
Canada Student Loan	0	0%									9	5%	9	2%
Bursary, Scholarship, Grant	0	0%									9	5%	9	2%
Disability Pension	0	0%									0	0%	0	0%
Other	38	13%									3	2%	41	9%
Totals	295										183		478	100%
Future Intent														
Continue in job			1	50%	8	15%	9	16%			36	19%	45	18%
Quit job to be a homemaker			0	0%	1	2%	1	2%			0	0%	1	0%
Look for a similar job elsewhere			0	0%	5	9%	5	9%			2	1%	7	3%
Look for a different job			0	0%	7	13%	7	12%			9	5%	16	6%
Quit job, even if unemployed			0	0%	1	2%	1	2%			1	1%	2	1%
Keep looking			0	0%	0	0%	0	0%			0	0%	0	0%
Change careers			0	0%	22	40%	22	39%			65	34%	87	35%
Other			1	50%	11	20%	12	21%			81	42%	93	37%
Totals			2		55		57				194		251	100%
Recommend Course														
Yes			31	97%	105	93%	136	94%			332	97%	468	96%
No			1	3%	7	6%	8	6%			12	3%	20	4%
Maybe			0	0%	1	1%	1	1%			0	0%	1	0%
Totals			32		113		145				344		489	100%

Appendix 2: Survey Instruments

ADULT BASIC EDUCATION OUTCOMES
ENTRANCE SURVEY

Survey Code: _____

Institution: _____

Please read the instructions for each question carefully and indicate your response by checking the appropriate circle where applicable. If a written response is required, please print to ensure that your answer is legible. Complete all sections. All responses will be kept confidential. Identification codes are for identifying participants to complete the next set of surveys. Thank you.

SECTION A: DEMOGRAPHIC INFORMATION:

1. What level of ABE are you currently enrolled in? (If unsure, please check with your instructor)
   - ① Fundamental
   - ② Intermediate
   - ③ Advanced
   - ④ Provincial
   - ⑤ GED
   - ⑥ Other. Please specify: _____
   - ⑦ Fundamental and Intermediate
   - ⑧ Intermediate and Advanced
   - ⑨ Advanced and Provincial
   - ⑩ Don't know

2. How many hours per week are you currently attending class?
   - ① 1 - 4 hours
   - ② 5 - 9 hours
   - ③ 10 - 14 hours
   - ④ 15-20 hours
   - ⑤ more than 20 hours
   - ⑥ don't know

3. What ABE courses are you enrolled in? (List names and numbers of all courses)
   - ① Math _____
   - ② Science _____
   - ③ English _____
   - ④ Other. Please specify: _____

4. Are you taking Non ABE courses?
   - ① No
   - ② Yes

   If yes, which ones?

   _____

   _____

5. Are you currently working while attending classes?
   - ① Yes
   - ② No

6. If yes, how many hours of paid employment per week?
   - ① 1 - 14 hours
   - ② 15 - 29 hours
   - ③ 30 - 40 hours
   - ④ more than 40 hours

7. What is your current job?

   _____

   _____

8. Which of the following BEST describes your activities during the 12 months BEFORE entering your current program?

Student:	① Full-time student
	② Part-time student
Employed:	③ Employed part-time (less than 30 hours/wk.)
	④ Employed full-time (30 hours/week or more)
Not Employed:	⑤ Not employed but looking for a job
	⑥ Not employed & not looking for employment
Combination:	⑦ Full-time household/family duties
	⑧ Part-time study and full-time employment
	⑨ Part-time study and part-time employment
Other:	⑩ Please explain: _____

9. When did you last attend school?
   - ① Last term
   - ② Within the past 2 years
   - ③ Within the past 5 years
   - ④ More than 5 years ago. Date: _____

10. What type of school did you last attend?
    - ① High School
    - ② College
    - ③ Other. Please explain:

      _____

      _____

(Continued on the next page)

ADULT BASIC EDUCATION OUTCOMES
ENTRANCE SURVEY

Survey Code: _____

Institution: _____

11. Generally speaking, did you enjoy your experience at your last school?
    - ① No, I didn't enjoy it.
    - ② Mostly I didn't enjoy it.
    - ③ Sometimes I did and sometimes I didn't.
    - ④ Mostly I enjoyed it.
    - ⑤ Yes, I enjoyed it.

12. Have you enrolled in ABE classes before?
    - ① No
    - ② Yes

13. If yes, where:
    Town/city: _____
    Province: _____
    Institution: _____

14. Do you receive Financial Assistance?
    - ① Yes
    - ② No

15. If YES, from whom?
    - ① Employment and Immigration Canada
    - ② Department of Aboriginal Affairs
    - ③ Local band
    - ④ Social Services
    - ⑤ Workers' Compensation
    - ⑥ ABESAP
    - ⑦ Other. Please specify: _____

SECTION B: DEMOGRAPHIC INFORMATION

16. In what year were you born?
    19____

17. Are you:
    - ① Female
    - ② Male

18. What is your marital status?
    - ① Single - never married
    - ② Married/common law
    - ③ Widowed/separated/divorced

19. Do you have any dependents?
    - ① No
    - ② Yes, I have _____ dependent children
    - ③ Other. Please explain: _____

20. If you have dependents, where are they when you're in class? (Check as many as appropriate)
    - ① School
    - ② Daycare
    - ③ With spouse or family member
    - ④ Other. Please specify: _____

SECTION C: GOALS AND GOAL ATTAINMENT

21. What is the main reason(s) you enrolled in ABE? (CHECK A MAXIMUM OF 3 BOXES.)
    - ① To learn to read better
    - ② To learn to write better
    - ③ To upgrade existing skills
    - ④ To get a better job
    - ⑤ To get a job
    - ⑥ To meet people
    - ⑦ To improve my lifestyle
    - ⑧ To improve my general education
    - ⑨ To get E.I.C. Allowance
    - ⑩ My family wants me to
    - ⑪ To improve the way I feel about myself
    - ⑫ To complete high school
    - ⑬ To get access to another college program
    - ⑭ Other.
      Please specify: _____

(Please go to the next column to continue)

(Continued on the next page)

ADULT BASIC EDUCATION OUTCOMES
ENTRANCE SURVEY

Survey Code: _____

Institution: _____

22. For each of the expectations listed below, indicate how important it is to you.
CHECK ONE BOX FOR EACH LINE. *List any other expectations you have.*

Please check only one circle in each row	very important	important	not important	not very important
a. Learn to read	①	②	③	④
b. Improve reading	①	②	③	④
c. Learn to write letters	①	②	③	④
d. Upgrade existing job skills	①	②	③	④
e. Complete G.E.D. certificate	①	②	③	④
f. Improve/establish myself financially	①	②	③	④
g. Prepare for a career/job	①	②	③	④
h. Decide on a career/job	①	②	③	④
i. Study for a better job	①	②	③	④
j. Study until a job becomes available	①	②	③	④
k. Qualify for college/university entrance	①	②	③	④
l. Qualify for another program	①	②	③	④
m. Improve self esteem/confidence	①	②	③	④
n. Have more choices in life	①	②	③	④
o. Meet new people	①	②	③	④
p. Improve interpersonal skills	①	②	③	④
q. Other _ Please specify: _____	①	②	③	④
r. Other _ Please specify: _____	①	②	③	④

23. Do you have a long-term occupational or career goal?
- ① Yes, I have a definite career goal
- ② No, but I have one area in mind
- ③ No, I don't have a definite goal

24. If yes, what is that goal?

_____

_____

25. Do you think there is anything in your life that might make it difficult for you to keep going to school?
- ① Yes
- ② No

26. If yes, what might present problems?
(Check a maximum of 3)
- ① Not enough money
- ② Health problem
- ③ Not enough time with Children
- ④ Not enough time for housework and other family obligations
- ⑤ Difficult getting transportation to school
- ⑥ Spouse does not like me going to school
- ⑦ Childcare is hard to get
- ⑧ Fear of failure
- ⑨ Other. Please specify: _____

27. Do you receive encouragement from anyone to return to school?
- ① Yes
- ② Somewhat
- ③ No

28. If YES, from whom?
- ① Friends
- ② Family
- ③ Spouse
- ④ Children
- ⑤ Other. Please specify:_____

(Continued on the next page)

ADULT BASIC EDUCATION OUTCOMES
ENTRANCE SURVEY

Survey Code: _____

Institution: _____

29. Do you have a friend, spouse or relative who can help you with:

a.	Studying?	(1) Yes	(2) No	(3) Sometimes
b.	Childcare?	(1) Yes	(2) No	(3) Sometimes
c.	Household chores?	(1) Yes	(2) No	(3) Sometimes
d.	Other responsibilities?	(1) Yes	(2) No	(3) Sometimes

30. Is your home equipped for learning? Do you have...

a.	A quiet place to study?	(1) Yes	(2) No
b.	A computer?	(1) Yes	(2) No
c.	A calculator?	(1) Yes	(2) No
d.	A set of encyclopedias?	(1) Yes	(2) No
e.	50 or more books in the house?	(1) Yes	(2) No

31. Which of the following ***BEST*** describes what you intend to be doing ***12 months from now***?

Student:	(1) Full-time student
	(2) Part-time student
Employed:	(3) Employed part-time (less than 30 hours/week)
	(4) Employed full-time (30 hours/week or more)
Not Employed:	(5) Not employed but looking for a job
	(6) Not employed and not looking for employment
Combination:	(7) Full-time household/family duties
	(8) Part-time study and full-time employment
	(9) Part-time study and part-time employment
Other:	(10) Please explain:_____

32. If you intend to be a student 12 months from now, please indicate your program area and the institution you hope to attend. *(Specify the name of the institution and the program.)*

(1) Continuing in ABE
(2) Vocational program
(3) Career/Technical courses
(4) College prep/foundations courses
(5) University level courses
(6) Other. Please specify:_____

Please specify:

Name of the Institution: _____

Name of Program: _____

33. Are there any final comments or thoughts you would like to share with us?

_____
_____
_____
_____
_____

Thank you for participating in this study.
We will be contacting you several more times to complete the study.

ABE OUTCOMES STUDY
UPDATE SURVEY

Institution Code: _____ Student ID Number: _____

Campus Code: _____ *(For ABE students 6 months into their programs)* Survey Code: _____

This is the second part of the ABE OUTCOMES study. Participation is *voluntary*, and if you do not wish to complete the survey, please return the form to your instructor. As in the previous survey, please fill in the appropriate circles where applicable, and if a written response is required, please print to ensure that your answer is legible. We appreciate your help and assure you that all responses will be kept confidential. Thank you.

SECTION A: PROGRAM INFORMATION

1. What level of ABE are you enrolled in?
(If unsure, please check with your instructor)
   - ① Fundamental
   - ② Intermediate
   - ③ Advanced
   - ④ Provincial
   - ⑤ GED
   - ⑥ Fundamental and Intermediate
   - ⑦ Intermediate and Advanced
   - ⑧ Advanced and Provincial
   - ⑨ Other. Please specify: _____

2. How many hours of ABE are you enrolled in per week?
   - ① 1 - 4 hours
   - ② 5 - 9 hours
   - ③ 10 - 14 hours
   - ④ 15-20 hours
   - ⑤ more than 20 hours

3A. Do you go to most of your classes?
   - ① Yes
   - ② No

3B. *If NO, please explain:*

_____

_____

_____

4A. Are you in a different level of ABE than when you started?
   - ① Yes
   - ② No

4B. *If YES, why did you change levels:*
   - ① Completed the other level
   - ② Because I was incorrectly assessed and placed
   - ③ Other. Please specify: _____

5A. Are you taking non-ABE courses?
   - ① Yes
   - ② No

5B. *If YES, please list the courses:*

_____

_____

_____

6A. Are you currently working while attending classes?
   - ① Yes
   - ② No

6B. *If YES, how many hours per week?*
   - ① 1-14 hours per week
   - ② 15-29 hours per week
   - ③ 30-40 hours per week
   - ④ more than 40 hours per week

7. What is your job title (if you are currently working)?

_____

_____

(Continued on the next page)

SECTION B: STUDENT SERVICES

A number of services are sometimes available to students at a college. For each service listed, please show if it is available by marking the appropriate circle on the left. If you mark yes, please go to the right and tell if you have used this service.

8A. Are any of the following services available to you? 8B. If so, do you use them?

	YES	NO	DON'T KNOW		YES	NO	N/A
(a)	①	②	③	**Library**	①	②	③
(b)	①	②	③	**Counsellor/Career Advisor**	①	②	③
(c)	①	②	③	**Learning Assistance**	①	②	③
(d)	①	②	③	**Special Needs Assistance**	①	②	③
(e)	①	②	③	**Financial Aid Advisors**	①	②	③
(f)	①	②	③	**Course Advisors**	①	②	③
(g)	①	②	③	**Quiet Study Space**	①	②	③
(h)	①	②	③	**Assessment Centre**	①	②	③
(i)	①	②	③	**Computer Lab**	①	②	③

SECTION C: COURSE INFORMATION

9. How do you feel about the following?

		Most of the Time (81-100%)	Usually (61-80%)	Sometimes (41-60%)	Seldom (21-40%)	Hardly Ever (0-20%)
(a)	Do you feel at home (comfortable, welcome, secure) in the classroom?	①	②	③	④	⑤
(b)	Does the course content interest you?	①	②	③	④	⑤
(c)	Do you like the program materials (texts, tapes, etc.)?	①	②	③	④	⑤
(d)	Is the course too difficult?	①	②	③	④	⑤
(e)	Is the course too easy?	①	②	③	④	⑤
(f)	Do you like the instructor?	①	②	③	④	⑤
(g)	Do you participate in class discussions?	①	②	③	④	⑤
(h)	Does your class include group work?	①	②	③	④	⑤
(i)	Are you satisfied with the way in which instructor(s) explain information?	①	②	③	④	⑤
(j)	Do you have too much homework?	①	②	③	④	⑤
(k)	Do the number of tests disturb you?	①	②	③	④	⑤
(l)	Do you feel that you are making good progress?	①	②	③	④	⑤
(m)	Do you do the assigned homework?	①	②	③	④	⑤
(n)	Other comments: _____					

(Continued on the next page)

ADULT BASIC EDUCATION OUTCOMES
UPDATE SURVEY

(For ABE students 6 months into their programs)

Institution Code: _____ Student ID Number: _____

Campus Code: _____ Survey Code: _____

SECTION D: STUDENT LIFE

10. Have any of the following been a problem for you while you are attending your ABE program?

	(IF ANY ITEMS DO NOT APPLY TO YOU, PLEASE LEAVE THEM BLANK)	Most of the Time (81-100%)	Usually (61-80%)	Sometimes (41-60%)	Seldom (21-40%)	Hardly Ever (0-20%)
(a)	Finances	①	②	③	④	⑤
(b)	Your health	①	②	③	④	⑤
(c)	Family responsibilities	①	②	③	④	⑤
(d)	Household responsibilities	①	②	③	④	⑤
(e)	Transportation	①	②	③	④	⑤
(f)	Lack of spousal/family support and encouragement	①	②	③	④	⑤
(g)	Childcare	①	②	③	④	⑤
(h)	Fear of not succeeding	①	②	③	④	⑤
(i)	Making friends in ABE	①	②	③	④	⑤
(j)	Finding a quiet place to study in the home	①	②	③	④	⑤
(k)	Working and attending classes	①	②	③	④	⑤
(l)	Other problems: _____					

SECTION E: OTHER INFORMATION

11. Have there been any important changes in your life in the following areas since you started in the ABE program? If the answer is yes, please explain briefly.

YES NO

① ② Residence: _____

① ② Marital/Relationship Status: _____

① ② Other. Please specify: _____

12A. Have your occupational goals changed since you began ABE?

① Yes

② No

12B. If *YES*, please explain:

_____

_____

(Continued on the next page)

13A. Did you receive any training in study/learning skills?

① Yes
② No

13B. If *YES*, how did you receive it? (Mark all that apply).

① In a workshop/seminar
② In a credit course
③ As part of an ABE Course
④ Other. Please specify: _____

13C. Have the study/learning skills you gained been useful?

① Yes
② No

14A. Have you ever thought of quitting?

① Yes
② No

14B. If *YES*, why?

_____

14C. What made you stay?

_____

15. Please add anything else you would like to say about your experiences as an ABE student:

_____
_____
_____
_____

Thank you for completing this survey. We will contact you again in eight months.

ADULT BASIC EDUCATION OUTCOMES
3 MONTH LEAVERS' SURVEY
(To Be Administered by Telephone)

Survey Code: _____
Student ID: _____
Institution: _____

NOTE: Please read the instructions for each question carefully and indicate the students' responses by checking the appropriate circle where applicable. If a written response is required, please print to ensure that your answer is legible. Complete all sections. Assure all students that responses will be kept confidential. Identification codes are for identifying participants to complete the next set of surveys. Notes in bold, are to be stated to the student(s), notes in large italics are special instructions to survey administrators. Thank you.

1. How long did you attend classes?
   - (1) Less than one month
   - (2) 1 to 3 months
   - (3) 4 to 6 months
   - (4) 7 to 10 months
   - (5) More than 10 months

2. Did you attend most of your classes?
   - (1) Yes
   - (2) No

   2B. *If NO, Explain:* _____

I am going to mention a number of services which are sometimes available to students at a College...

	3A. Were any of the following services available to you?					3B. If so, did you use them?	
	YES	NO	DON'T KNOW	N/A		YES	NO
(a)	(1)	(2)	(3)	(4)	Library	(1)	(2)
(b)	(1)	(2)	(3)	(4)	Counsellor/Career Advisor	(1)	(2)
(c)	(1)	(2)	(3)	(4)	Learning Assistance	(1)	(2)
(d)	(1)	(2)	(3)	(4)	Special Needs Assistance	(1)	(2)
(e)	(1)	(2)	(3)	(4)	Financial Aid Advisors	(1)	(2)
(f)	(1)	(2)	(3)	(4)	Course Advisors	(1)	(2)
(g)	(1)	(2)	(3)	(4)	Quiet Study Space	(1)	(2)
(h)	(1)	(2)	(3)	(4)	Assessment Centre	(1)	(2)
(i)	(1)	(2)	(3)	(4)	Computer Lab	(1)	(2)

4. What were your main reasons for enrolling in ABE? *(Wait for answer, then choose appropriate number.)*
   - (a) (1) To learn to read better
   - (b) (2) To learn to write better
   - (c) (3) To upgrade existing skills
   - (d) (4) To get a better job
   - (e) (5) To get a job
   - (f) (6) To meet people
   - (g) (7) To improve my lifestyle
   - (h) (8) To improve my general education
   - (i) (9) To get my U.I.C. cheques
   - (j) (10) My family wants me to
   - (k) (11) To improve the way I feel about myself
   - (l) (12) To complete high school
   - (m) (13) To get access to another college program
   - (n) (14) Other. Please specify: _____

5. Did you get what you wanted from the program?
   - (1) Yes, definitely
   - (2) Yes, to some extent
   - (3) No, not at all

6. We are very interested in your learning experience. Please answer the following questions:

6A. About the institution:

	YES	NO	N/A
(a) Did you feel welcome at the institution?	(1)	(2)	(3)
(b) Were you able to get the information that you needed from the college?	(1)	(2)	(3)
(c) Were you given an orientation?	(1)	(2)	(3)
(d) Could you find your way around?	(1)	(2)	(3)
(e) Were the hours of registration convenient for you?	(1)	(2)	(3)
(f) Was the library open when you wanted to use it?	(1)	(2)	(3)
(g) Were the counselling/advising offices open when you needed them?	(1)	(2)	(3)
(h) Were the times of the classes appropriate for you?	(1)	(2)	(3)
(i) Would a different schedule have been better for you?	(1)	(2)	(3)
(j) Was the location of the class suitable to you?	(1)	(2)	(3)
(k) Other comments: _____			

6B. In the classroom:

	YES	NO	N/A
(a) Did you feel at home (comfortable, welcome, secure) in the classroom?	(1)	(2)	(3)
(b) Did the course content interest you?	(1)	(2)	(3)
(c) Did you like the program materials?	(1)	(2)	(3)
(d) Was the course too difficult?	(1)	(2)	(3)
(e) Was the course too easy?	(1)	(2)	(3)
(f) Did you like the instructor?	(1)	(2)	(3)
(g) Did you like the class size? If YES, go to (k). If NO, please continue.	(1)	(2)	(3)
(h) Was the class size too small?	(1)	(2)	(3)
(i) Was the class size too big?	(1)	(2)	(3)
(j) Did you participate in class discussions?	(1)	(2)	(3)
(k) Was your class self-paced?	(1)	(2)	(3)
(l) Did your class include group work?	(1)	(2)	(3)
(m) Were you satisfied with the way in which instructor(s) explained information?	(1)	(2)	(3)
(n) Did you have too much homework?	(1)	(2)	(3)
(o) Did the number of tests disturb you?	(1)	(2)	(3)
(p) Did you feel that you were making good progress?	(1)	(2)	(3)
(q) Other comments: _____			

7. Were any of the following a problem for you when attending your ABE program?

	YES	NO	N/A
(a) Finances	(1)	(2)	(3)
(b) Health	(1)	(2)	(3)
(c) Family obligations	(1)	(2)	(3)
(d) Household obligations	(1)	(2)	(3)
(e) Transportation	(1)	(2)	(3)
(f) Spouse/family support	(1)	(2)	(3)
(g) Childcare	(1)	(2)	(3)
(h) Fear of not succeeding	(1)	(2)	(3)
(i) Making friends	(1)	(2)	(3)
(j) Finding a quiet place to study	(1)	(2)	(3)
(k) Working and attending classes	(1)	(2)	(3)
(l) Other problem(s):	(1)	(2)	(3)
Specify: _____			

8. Did you complete the course(s) you enrolled in?
   - (1) Yes
   - (2) Yes, some of them
   - (3) No

   8B. *If YES, list name(s) and number(s) of the course(s) you completed:*

   _____
   _____
   _____

9. Would you recommend the course or program to a friend?
   - (1) YES

   9A. *If YES, why?* _____

   _____

   - (2) NO

   9B. *If NO, why not?* _____

   _____

10. Are you currently a student?

10A. (1) Yes (2) No

10B. If YES: (1) Full-time OR (2) Part-time

11. Are you currently employed?

11A. (1) Yes
   (2) No *If NO, please go to question 15.*

11B. If YES, how many hours per week do you work?
   - (1) 1-14 hours per week
   - (2) 15-29 hours per week
   - (3) 30-40 hours per week
   - (4) More than 40 hours per week

12. What is your job title? _____

13. Is the job... (please check as many as apply)
   - (1) Permanent
   - (2) Temporary
   - (3) Seasonal
   - (4) Other

   13B. Do you work shiftwork? (1) Yes (2) No

14A. Did you improve or increase the following in your ABE program?

14B. How often to you use the following in your job?

	14A. YES	NO	N/A		14B. Frequently	Sometimes	Not at All	N/A
(a)	(1)	(2)	(3)	**Math skills**	(1)	(2)	(3)	(4)
(b)	(1)	(2)	(3)	**Writing skills**	(1)	(2)	(3)	(4)
(c)	(1)	(2)	(3)	**Reading ability**	(1)	(2)	(3)	(4)
(d)	(1)	(2)	(3)	**Science knowledge**	(1)	(2)	(3)	(4)
(e)	(1)	(2)	(3)	**Knowledge about Canada/World**	(1)	(2)	(3)	(4)
(f)	(1)	(2)	(3)	**Verbal Skills**	(1)	(2)	(3)	(4)
(g)	(1)	(2)	(3)	**Self-confidence**	(1)	(2)	(3)	(4)
(h)	(1)	(2)	(3)	**Other - specify:** _____				

PLEASE GO TO QUESTION 16.

15. What is the main reason you are UNEMPLOYED?
    - ① Unable to find work
    - ② Transportation problems
    - ③ Full time household/family duties
    - ④ Need more education/training
    - ⑤ Temporarily laid-off
    - ⑥ In poor health
    - ⑦ Necessity of re-locating
    - ⑧ Have not tried to find a job
    - ⑨ Other: *Please specify:* _____

16. Do you plan to go back to school?
    - ① Yes
      If YES, please go to Questions 17 and 18, but not 19.
    - ② No
      If NO, please go to Question 19.

17. When do you plan to go back to school?
    - ① Within the next three months
    - ② Within the next year
    - ③ When the children are older
    - ④ When I can afford to
    - ⑤ Within the next five years
    - ⑥ Other: *Please specify:* _____

18. What program do you intend to take when you return to school?
    - ① More ABE classes
    - ② Apprenticeship, vocational or trade school program
    - ③ Career or technical program
    - ④ University level courses
    - ⑤ Other: *Please specify:* _____

19. What do you plan to do?
    - ① Continue at present job
    - ② Quit this job to be a full-time homemaker
    - ③ Look for a similar job somewhere else
    - ④ Look for a different job
    - ⑤ Quit this job even if I will be unemployed
    - ⑥ Keep looking for a job
    - ⑦ Change careers. If so, what areas/profession: _____
    - ⑧ Other: *Please specify:* _____

      IF OTHER, COMPLETE THIS PORTION AND GO TO QUESTION 20.

20. Do you have anything else you would like to tell us about your experiences as an ABE student?

    _____

    _____

    _____

21. Is there anything else the college or instructor(s) could have done to further improve your experience in your ABE programs?

    _____

    _____

Thank you for taking the time to answer these questions. Best wishes for the future.

ADULT BASIC EDUCATION OUTCOMES
6 MONTH LEAVERS' SURVEY
(To Be Administered by Telephone)

Survey Code: _____
Student ID: _____
Institution: _____

NOTE: Please read the instructions for each question carefully and indicate the students' responses by checking the appropriate circle where applicable. If a written response is required, please print to ensure that your answer is legible. Complete all sections. Assure all students that responses will be kept confidential. Identification codes are for identifying participants to complete the next set of surveys. Notes in bold, are to be stated to the student(s), notes in large italics are special instructions to survey administrators. Thank you.

1. How long did you attend classes?
   - ① Less than one month
   - ② 1 to 3 months
   - ③ 4 to 6 months
   - ④ 7 to 10 months
   - ⑤ More than 10 months

2. Did you attend most of your classes?
   - ① Yes
   - ② No

   2B. *If NO, Explain:* _____

I am going to mention a number of services which are sometimes available to students at a College...

	3A. Were any of the following services available to you?				3B. If so, did you use them?		
	YES	NO	DON'T KNOW		YES	NO	N/A
(a)	①	②	③	Library	①	②	③
(b)	①	②	③	Counsellor/Career Advisor	①	②	③
(c)	①	②	③	Learning Assistance	①	②	③
(d)	①	②	③	Special Needs Assistance	①	②	③
(e)	①	②	③	Financial Aid Advisors	①	②	③
(f)	①	②	③	Course Advisors	①	②	③
(g)	①	②	③	Quiet Study Space	①	②	③
(h)	①	②	③	Assessment Centre	①	②	③
(i)	①	②	③	Computer Lab	①	②	③

4. What were your main reasons for enrolling in ABE? *(Wait for answer, then choose appropriate number.)*
   - (a) ① To learn to read better
   - (b) ② To learn to write better
   - (c) ③ To upgrade existing skills
   - (d) ④ To get a better job
   - (e) ⑤ To get a job
   - (f) ⑥ To meet people
   - (g) ⑦ To improve my lifestyle
   - (h) ⑧ To improve my general education
   - (i) ⑨ To get my U.I.C. cheques
   - (j) ⑩ My family wants me to
   - (k) ⑪ To improve the way I feel about myself
   - (l) ⑫ To complete high school
   - (m) ⑬ To get access to another college program
   - (n) ⑭ Other. Please specify: _____

5. Did you get what you wanted from the program?
   - ① Yes, definitely
   - ② Yes, to some extent
   - ③ No, not at all

6. We are very interested in your learning experience. Please answer the following questions using the scale "Most of the Time, Usually, Sometimes, Seldom or Hardly Ever."

6A. About the institution:	Most of Time	Usually	Sometimes	Seldom	Hardly Ever
(a) Did you feel welcome at the institution?	(1)	(2)	(3)	(4)	(5)
(b) Were you able to get the info. you needed from the college?	(1)	(2)	(3)	(4)	(5)
(c) Were you given an orientation?	(1)	(2)	(3)	(4)	(5)
(d) Could you find your way around?	(1)	(2)	(3)	(4)	(5)
(e) Were the hours of registration convenient for you?	(1)	(2)	(3)	(4)	(5)
(f) Were the times of the classes appropriate for you?	(1)	(2)	(3)	(4)	(5)
(g) Would a different schedule have been better for you?	(1)	(2)	(3)	(4)	(5)
(h) Was the location of the class suitable to you?	(1)	(2)	(3)	(4)	(5)
(i) Were other services unavailable when you needed them?	(1)	(2)	(3)	(4)	(5)
If so, specify: _____					

6B. In the classroom: *(Please give an overall general impression of your ABE classrooms(s).)*	Most of Time	Usually	Sometimes	Seldom	Hardly Ever
(a) Did you feel at home (comfortable, welcome, secure) in the classroom?	(1)	(2)	(3)	(4)	(5)
(b) Did the course content interest you?	(1)	(2)	(3)	(4)	(5)
(c) Did you like the program materials?	(1)	(2)	(3)	(4)	(5)
(d) Was the course too difficult?	(1)	(2)	(3)	(4)	(5)
(e) Was the course too easy?	(1)	(2)	(3)	(4)	(5)
(f) Did you like the instructor?	(1)	(2)	(3)	(4)	(5)
(g) Did you participate in class discussions?	(1)	(2)	(3)	(4)	(5)
(h) Was your class self-paced?	(1)	(2)	(3)	(4)	(5)
(i) Did your class include group work?	(1)	(2)	(3)	(4)	(5)
(j) Were you satisfied with the way in which instructor(s) explained info.?	(1)	(2)	(3)	(4)	(5)
(k) Did you have too much homework?	(1)	(2)	(3)	(4)	(5)
(l) Did the number of tests disturb you?	(1)	(2)	(3)	(4)	(5)
(m) Did you feel that you were making good progress?	(1)	(2)	(3)	(4)	(5)
(n) Other comments: _____	(1)	(2)	(3)	(4)	(5)

7. Were any of the following a problem for you when attending your ABE program?	Most of Time	Usually	Sometimes	Seldom	Hardly Ever
(a) Finances	(1)	(2)	(3)	(4)	(5)
(b) Health	(1)	(2)	(3)	(4)	(5)
(c) Family obligations	(1)	(2)	(3)	(4)	(5)
(d) Household obligations	(1)	(2)	(3)	(4)	(5)
(e) Transportation	(1)	(2)	(3)	(4)	(5)
(f) Spouse/family support	(1)	(2)	(3)	(4)	(5)
(g) Childcare	(1)	(2)	(3)	(4)	(5)
(h) Fear of not succeeding	(1)	(2)	(3)	(4)	(5)
(i) Making friends	(1)	(2)	(3)	(4)	(5)
(j) Finding a quiet place to study	(1)	(2)	(3)	(4)	(5)
(k) Working and attending classes	(1)	(2)	(3)	(4)	(5)
(l) Other problem(s): *Specify:* _____	(1)	(2)	(3)	(4)	(5)

8. Did you complete the course(s) you enrolled in?
   - (1) Yes
   - (2) Yes, some of them
   - (3) No → If *NO*, do you intend to re-enrol in the uncompleted courses?
     - (1) Yes
     - (2) No

(continued on the next page)

ADULT BASIC EDUCATION OUTCOMES
LEAVERS' SURVEY
(To Be Administered by Telephone)

Survey Code: _____
Student ID: _____
Institution: _____

9. Would you recommend the course or program to a friend?

① YES

9A. *If YES, why?* _____

_____

② NO

9B. *If NO, why not?* _____

_____

10. Are you currently a student?

10A. ① Yes ② No

10B. If YES: ① Full-time OR ② Part-time

If YES, please GO TO Question 14.

11. Do you plan to go back to school?

① Yes
If YES, please CONTINUE.

② No
If NO, please go to Question 14.

12. When do you plan to go back to school?

① Within the next three months
② Within the next year
③ When the children are older
④ When I can afford to
⑤ Within the next five years
⑥ Other: *Please specify:* _____

13. What program do you intend to take when you return to school?

① More ABE classes
② Apprenticeship, vocational or trade school program
③ Career or technical program
④ University level courses
⑤ Other: *Please specify:* _____

14. Are you currently employed?

① Yes *If YES, CONTINUE. (Do both 15A and 15B.)*
② No *If NO, go to 15A ONLY, then continue with questions 16 and 17.*

WHEN 15B. IS FINISHED, GO TO QUESTION 18.

15A. Did you improve or increase the following in your ABE program? (ANSWERED BY ALL)					15B. How often to you use the following in your job? (SKIP IF UNEMPLOYED)			
	YES	NO	N/A		Frequently	Sometimes	Not at All	N/A
(a)	①	②	③	**Math skills**	①	②	③	④
(b)	①	②	③	**Writing skills**	①	②	③	④
(c)	①	②	③	**Reading ability**	①	②	③	④
(d)	①	②	③	**Science knowledge**	①	②	③	④
(e)	①	②	③	**Knowledge about Canada/World**	①	②	③	④
(f)	①	②	③	**Verbal Skills**	①	②	③	④
(g)	①	②	③	**Self-confidence**	①	②	③	④
(h)	①	②	③	**Other**	①	②	③	④

Please specify Other: _____

(continued on the next page)

16. What is the main reason you are UNEMPLOYED?
    (1) Unable to find work
    (2) Transportation problems
    (3) Full time household/family duties
    (4) Need more education/training
    (5) Temporarily laid-off
    (6) In poor health
    (7) Necessity of re-locating
    (8) Have not tried to find a job
    (9) Student attending classes
    (10) Other: *Please specify:* _____

17. If UNEMPLOYED, what do you plan to do?
    (1) Keep looking for a job
    (2) Change careers. (If so, what areas/profession: _____)
    (3) Continue with my studies
    (4) Other: *Please specify:* _____
    Please GO TO Question 22.

EMPLOYMENT QUESTIONS:

(If Student Answered YES to Question 14)

18. If YES, how many hours per week do you work?
    (1) 1-14 hours per week
    (2) 15-29 hours per week
    (3) 30-40 hours per week
    (4) More than 40 hours per week

19. What is your job title? _____

20. Is the job... (please check as many as apply)
    (1) Permanent
    (2) Temporary
    (3) Seasonal
    (4) Other

    20B. Do you work shiftwork? (1) Yes (2) No

21. What do you intend to do in the future?
    (1) Continue at present job
    (2) Quit this job to be a full-time homemaker
    (3) Look for a similar job somewhere else
    (4) Look for a different job
    (5) Quit this job even if I will be unemployed
    (6) Change occupation. If so, what areas/profession: _____
    (7) Other: *Please specify:* _____

COMMENTS:

20. Do you have anything else you would like to tell us about your experiences as an ABE student?

_____
_____
_____

21. Is there anything else the college or instructor(s) could have done to further improve your experience in your ABE programs?

_____
_____

Thank you for taking the time to answer these questions. Best wishes for the future.

ABE OUTCOMES STUDY
FOLLOW-UP SURVEY
(To Be Administered by Telephone)

Institution Code: _____ Student ID Number: _____

Campus Code: _____ Survey Code: _____

SECTION A: ABE EXPERIENCE

1. How long were you in ABE?
   - (1) Less than one month *(If student answers '1' through '5', please skip to question 2.)*
   - (2) 1 to 3 months
   - (3) 4 to 6 months
   - (4) 7 to 10 months
   - (5) More than 10 months
   - (6) Still attending ABE

   (If still attending, please go to 1A, 1B, 1C, and if applicable, 1D.)

1A Did you complete some of your ABE courses?
- (1) Yes
- (2) No

1B Have you gone to most of your ABE classes?
- (1) Yes
- (2) No

1B *If NO, Explain:* _____

1C Are you taking non-ABE courses?
- (1) Yes *(If Yes, go to 1D.)*
- (2) No *(If No, go to Question 4, then Question 8a.)*

1D If *Yes*, what kind of non-ABE courses are you taking?
- (1) Career or technical program
- (2) University transfer
- (3) Other (*please specify*): _____

(When complete, go to Question 4 then Question 8a.)

2 In the time you attended did you go to most of your classes?
- (1) Yes
- (2) No

2B *If NO, Explain:* _____

3 Did you complete the ABE course(s) you enrolled in?
- (1) Yes *(Go to Question 4.)*
- (2) Yes, some of them *(Go to Questions 3A and 3B.)*
- (3) No *(Go to Questions 3A and 3B.)*

3A What were your main reasons for not completing your ABE courses?

_____

3B Do you intend to re-enrol in the uncompleted courses?
- (1) Yes (If *Yes*, continue with Question 4.)
- (2) No If *No*, why not? _____

4. As a result of being in the ABE program, do you feel you have achieved any of the following?

		YES	NO	N/A
a)	Increased your reading skills	(1)	(2)	(3)
b)	Increased your writing skills	(1)	(2)	(3)
c)	Increased your Math skills	(1)	(2)	(3)
d)	Decided on a career or job	(1)	(2)	(3)
e)	Prepared for a career or job	(1)	(2)	(3)
f)	Studied until a job became available	(1)	(2)	(3)
g)	Qualified for another college program/course	(1)	(2)	(3)
h)	Improved your high school marks	(1)	(2)	(3)
i)	Completed high school	(1)	(2)	(3)
j)	Improved your self-esteem and confidence	(1)	(2)	(3)
k)	More choices in life	(1)	(2)	(3)
l)	Improved your financial situation	(1)	(2)	(3)
m)	Other (*please specify*): _____	(1)	(2)	(3)

(If student still attending, please go to Question 8a.)

(Continued on the next page)

SECTION B: CURRENT SITUATION

5A. Are you currently a student?
① Yes ② No *If NO, please GO TO Question 6A.*

5B. If *yes*, are you: ① Full-time OR ② Part-time

5C. If *yes (full-time or part-time)*, what institution do you attend? _____

5D. Are you taking non-ABE courses?
① Yes
② No
Please GO TO Question 7B only.

6A. Do you plan to go back to school?
① Yes ② No → Why do you not plan to go back? ***(Then Question 8a.)***
If YES, please CONTINUE.

6B. *If yes*, when do you plan to go back to school?
① Within the next three months
② Within the next year
③ When the children are older
④ When I can afford to
⑤ Within the next five years
⑥ Other (*please specify*): _____
Please GO TO Question 7A only, NOT *7B.*

7A. What program do you intend to take when you return to school?
① More ABE classes
② Apprenticeship, vocational or trade school program
③ Career or technical program
④ University level courses
⑤ Other (*please specify*): _____
(Continue to Question 8.)

7B. What program are you taking?
① More ABE classes
② Apprenticeship, vocational or trade school program
③ Career or technical program
④ University level courses
⑤ Other (*please specify*): _____
(Continue to Question 8a.)

8A. Did you receive financial assistance while attending ABE?
① Yes 8B. From whom? _____
(Please indicate student's response then go to 8C)
② No

8C. Was it adequate ① Yes ② No ③ Somewhat

① Canada Employment (UI) cheques
② Canada Employment (Full Sponsorship)
③ Department of Aboriginal Affairs
④ Local Band
⑤ Ministry of Social Services and Housing
⑥ Workers' Compensation Board
⑦ ABE Student Assistance Program (ABESAP)
⑧ Canada Student Loan
⑨ Bursary/Scholarship/Grant
⑩ Disability Pension
⑪ Other (*please specify*): _____

9. Are you currently employed?
① Yes *If YES, CONTINUE.*
② No *If NO, go to Question 11.*

10. How often do you use the following in your job?
(SKIP IF UNEMPLOYED)
WHEN 10 IS FINISHED, GO TO QUESTION 13.

		Frequently	Sometimes	Not at All	N/A
(a)	**Math skills**	①	②	③	④
(b)	**Writing skills**	①	②	③	④
(c)	**Reading ability**	①	②	③	④
(d)	**Science knowledge**	①	②	③	④
(e)	**Understanding of World Events**	①	②	③	④
(f)	**Verbal skills**	①	②	③	④
(g)	**Self-confidence**	①	②	③	④
(h)	**Computer Skills**	①	②	③	④
(i)	**Other** **Please specify other:** _____	①	②	③	④

(Continued on the next page)

Institution Code: _____
Campus Code: _____

ABE OUTCOMES STUDY
FOLLOW-UP SURVEY
(To Be Administered by Telephone)

Student ID Number: _____
Survey Code: _____

CURRENT SITUATION - CONTINUED:

11. What is the main reason you are UNEMPLOYED?
    (1) Unable to find work
    (2) Transportation problems
    (3) Full time household/family duties
    (4) Need more education/training
    (5) Temporarily laid-off
    (6) In poor health
    (7) Necessity of re-locating
    (8) Have not tried to find a job
    (9) Student attending classes
    (10) Other (*please specify*): _____

12. If UNEMPLOYED, what do you plan to do?
    (1) Keep looking for a job
    (2) Change occupations. (If so, what areas/profession: _____)
    (3) Continue with my studies
    (4) Other (*please specify*): _____
    Please GO TO Question 17A.

EMPLOYMENT QUESTIONS:
(If Student Completed Question 10.)

13. What is your job title? _____

14. How many hours per week do you work?
    (1) 1-14 hours per week
    (2) 15-29 hours per week
    (3) 30-40 hours per week
    (4) More than 40 hours per week

14B Do you work shiftwork? (1) Yes (2) No

15. Is the job... (please check as many as apply)
    (1) Permanent
    (2) Temporary
    (3) Seasonal
    (4) Other (*please specify*): _____

16. What do you intend to do in the future?
    (1) Continue at present job
    (2) Quit this job to be a full-time homemaker
    (3) Look for a similar job somewhere else
    (4) Look for a different job
    (5) Quit this job even if I will be unemployed
    (6) Change occupations. If so, what areas/profession: _____
    (7) Other (*please specify*): _____

(Continued on the next page)

SECTION C: GOALS

17A. Have your **educational** goals changed since you began ABE?

① Yes
② No

17B *If YES, please explain:*

_____
_____

18A. Have your **occupational** goals changed since you began ABE?

① Yes
② No

18B *If YES, please explain:*

_____
_____

SECTION D: COMMENTS

19. Generally speaking, did you enjoy your experience in the ABE courses?

① Yes, I enjoyed it very much
② Yes, I enjoyed it somewhat
③ No, I seldom enjoyed it
④ No, I didn't enjoy it at all

20. Would you recommend the ABE course or program to a friend?

① Yes
20A. *If YES, why?* _____
② No
20B. *If NO, why not?* _____

21. If you were to change the ABE program what would you do differently?

_____
_____
_____

22. Any further comments?

_____
_____
_____
_____
_____

Thank you for answering these questions and for being a participant in the ABE Outcomes Study.
The results of this study will have an impact on the future of adult education.